



External Affairs Committee Report

Student Movements Yes! CUS or UGEQ No!

by GEORGES LEMIRE

The External Affairs Committee has finally laid the golden egg after five months of convulsive constitution reading. The final report signed by only seven of the 13 committee members, was given by Jimmy Ho, committee chairman, to the Student Council last Monday. It stated categorically that "Macdonald College students should not accept membership in CUS or UGEQ."

Their reasons were summarized in the statement that "both unions lack specificity in their objectives and exer-

cise controls unwarranted in the promotion of education. The committee in its release claims that UGEQ is in theory bilingual and in practice is unilingual. In the copy of the UGEQ constitution which is available for perusal in the Dram offices, Article 4 of the constitution, titled "language", states that "the official language of the Union is French. Consequently the Union is in theory unilingual."

A second reason for the committee's stand is "excessive vagueness as found with-in charter, and constitutions of CUS and UGEQ." Thirdly the committee chastized UGEQ for "lacking effectiveness in negotiating with provincial governments." The External Affairs Committee states that the students of Macdonald College do not appear to be ready to participate actively in any student union. They offer suggestions which are aimed to develop a renegade English speaking union representative of small colleges, revealed Ho to Student Council.

The External Affairs Committee's elucidations were the result of a five months struggle to have a meeting with a quorum present. The constitutions of both unions (CUS and UGEQ) were studied and a survey of opinions from other campuses were taken. In this survey all universities contacted indicated that Macdonald should join a Union.

When the Dram inquired as to why Richard Brunelle, Vice-President for Education could not keep his rendez-vous with the committee last week it was found that he was urgently called by 17 Cegep's who wanted to go on strike. Furthermore we were

told that no one else could come because they were busy preparing their Annual National Meeting Feb. 20 to 25.

COUNCIL TAKES A DRAM

by Will RICHARDSON

A special meeting of the Students' Council was called Friday evening, February 16, to discuss the DRAM. The *Playboy* piece in last week's issue of the paper caused some consternation amongst Council members, some of whom believed that the article may have been an affront to those of us with more conservative morals.

Emulating their elders, the meeting was conducted in *Camera*. Apparently Council are loathe to speak their mind in front of strangers.

Quoting from the minutes, it was indicated that the article had a 'certain merit to it, in that it conveys a truth' and further, 'judgement not be made on one word or one phrase'. Council decided that no 'definite stand' be taken since 'tolerance level had not been reached'.

However, council also considered the possible motivation behind the DRAM's reprinting such a piece. As most people are aware, this was one of many diverse articles relating to the current theme, viz the press. Perhaps council was not aware, proposing that if the intent is to get the students to read the paper and to write letters to the Editor, that a good job has been accomplished! "It was agreed that this was not a deliberate provocation to get Council to make a change and force a referendum", it is up to the students themselves to object to such articles.

Sometime beforehand, Council was presented with the Dram's proposed constitution which is still under revision.

Article IV (control) states that the paper is the responsibility of the Editor-in-Chief. Censorship by the publishers (the Students' Society) will take the form of a referendum. In any outcome the Students' Council will act in accordance with the Students' Society referendum.

Want To Join UGEQ

MONTREAL (CUP) — Seventeen schools of nursing and three pre-university colleges want to join l'Union Générale des Etudiants du Québec.

Thirty-four nurses' schools held referendums on UGEQ February 7, and 17 of these approved UGEQ membership.

Also, four of the province's six new pre-university institutes have indicated they want to join UGEQ. These institutes are liberal arts and technological colleges offering both terminal and pre-university courses.

The nineteen schools are expected to apply for membership at the annual UGEQ congress at Montreal's Sir George Williams University February 20-25.

They will boost UGEQ membership to over 51,000 students throughout Quebec.

Philips Police Inefficient

"The Philips Police force is inefficient", Council unanimously declared at their weekly meeting Monday. They are poorly paid and consequently provide a poor service.

As a result of a letter from Dr. Brawn requesting better policing, Students' Council has investigated the situation. Margaret Verrall reports that of 201 people interviewed, only 10% of the students have indicated a need for student policing. Many thought Philips should be expanded, or get a new force to cover everything from property damage to petty thievery. Approximately 45% indicated that made effective, and 25% wanted the hired police force should be the status quo.

Council is presently redefining the position of Head Marshall and seems to be interested in seeing that he be well paid. A new Marshalling system and an effective Police force should be able to maintain law and order on campus.

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We have opinions — Boy do we have opinions

In Retrospect or We Confess

This is the last issue to be nursed by the old crew. Next week's delivery will be directed by those who masterminded the 'coupe' to dethrone us, the rearguard.

However, before being deposed we have been given a few inches to confess our past journalistic sins which are well documented by the 'letters to the editor'.

Our greatest crime has been to change the format of the paper from one of "The Voice of Macdonald College" intent on naval scrutiny, sex, fun, and drinking to a magazine-style publication denouncing objectivity and claiming to be "an agent of social change."

In the first semester we bungled and blew every issue i.e. The School of H. Ec., the dining room labour, Council's inactivity and Student Representation but nevertheless we learned.

The newspaper was like the yearbook; a record of student activity. It was directionless; lacked meaning. Secondly, we catered to the Aggies and H. Ec's, and in consequence further alienated ourselves.

In the last issue before Christmas we finally came to our senses when we examined 'Krassner's Daily Affair'. Yes, Krassner was responsible for our change!

And then we featured a head "Student Press; Agent of Social Change" and went Education all the way. What did we do? We created Issues, Birth Control, Representation on Council, and Representation for Education Students. Students will soon be able to obtain contraceptive info. and Council applied the Dram's suggestions for better representation while Ed. students now have faculty representation. What other crusades will finally give fruit?

If you do something or change something just ask yourself which 'big brother' has made you do it; Life, Time, the Montreal Star, the Realist, Ramparts, Sanity, Logos, Playboy, or the Dram.

The power of mass media (and the Dram is just that) is incomprehensible until you are

on the sounding end of the megaphone. It takes time to realize that 'big brother' forever manipulates your mind. What you write is read and interpretate individually but the stronger and more definite your bias the less individual the interpretation becomes. In short you get collective action. Obviously this is your aim but how far? Where is the brink which our audience either bends to your word or brings it up on you. Where is the brink at which they will turn off to your resonating din?

The din in the Dram has been about the why in what we face; why Vietnam, why Home Ec. 962a, why Education or, for that matter why the Dram?

We take the line with which we are now associated in an attempt to answer the why of this campus and the society in which it lives. To this end we have failed for we have only just begun to realize how big our puddle in society is. Who, for instance ultimately controls this campus for that matter, who controls the mother campus-Senate, government, big business?

Who controls the local scene? or does no one on this campus actually have the say. Maybe this is subtle — possibly not.

Why, to be more local, is the new Agr. Degree set up as it is — does it really answer the problem of lab cribbing, exam cramming or the status fight for marks? Will people be better educated or even trained? Why haven't students said anything about it — are they conditioned in school not to question?

Why is the cost of repairs and maintenance on campus so high?

Why can some faculty members get away with poor lectures attendance and poor course material?

These are some of the questions that should be answered, whether they will or not will depend on The Dram. Whether they should be answered or not will depend on the editors and their ability to handle their news print — Big Brother.

Is the Mac Lassie Really a Turned on Go-go Girl?

At the present moment it is very difficult for the Macdonald college administration and students to conceive of Student Power at the Ste. Anne de Bellevue Campus. While other students are demanding responsibility in the University society, the Mac students relegate theirs to administration, i.e. S.U.B. On the mother campus a little war is being waged defending 'participatory democracy' and 'natural justice', i.e. the Fekete issue and Stan Gray's movement for 'democratic university'. In this context, the student consciousness at Mac is in the Stone Age Period of development. Students' Council holds closed meetings to discuss matters so that 'true opinions may be voiced'. Council, as Senate appears to be, is frightened of what the truth would be if it were made public. Truth is a secret. What is the truth behind Royal's theme "Mac—where the action is!"

If there is a need for communication between the student body and Students' Council, if Council has to revert to 'secret meetings', then something is rotten within its structure and they should not hide it.

At present, students here have no collective consciousness. They accept everything because they are unable to see the strength or the right that they have to change structures. In the first semester, the Dram featured two articles which were the result of an interview with a dozen Senior girls elaborating the shortcomings of the School of Household Science. The onus was on the girls to demand change. No action resulted, and we had to protect the interviewed girls.

Everywhere, and especially in Quebec, students are demanding better education, but this is because they have a collective consciousness which has been developed by the thriving Student Union—UGEQ.

To forecast a development of student collective consciousness at Mac is to forecast the joining of a strong student movement. With this consciousness will come Student Power. Will

the Home Ec's ever collectively demand a better school and will they be supported by a major section of the campus population?

The alternative is an "in" administration that is sensitive to the coming trends.

Students are now developing a consciousness at the high school level. What promises do the new corps of Freshmen bring with them?

To consider the adherence of Macdonald College to a student movement is to consider joining the rest of the student world, to opt into society and actively direct its fate. A strong student movement needs a strong student body with a strong Students Council, strong student newspaper, strong societies and strong committees. That is the situation at S.G.W.U. and U de M, resulting in powerful and productive Universities where the action really is.

Already the Mac students are unconsciously wishing for this development. Royal would like to sell the Mac lassie as a turned on go-go girl. Is it Mac where the action is, or Mac where there will be action?

THE WAR PRAYER

by Mark Twain

"O Lord our God, help us to tear their soldiers to bloody shreds with our shells; help us to cover their smiling fields with the pale forms of their patriot dead; help us to drown the thunder of the guns with the wounded, writhing in pain; help us to lay waste their humble homes with a hurricane of fire; help us to wring the hearts of their unoffending widows with unavailing grief; help us to turn them out roofless with their little children to wander unfriended through wastes of their desolated land in rags and hunger and thirst, sport of the sun-flames of summer and the icy winds of winter, broken in spirit, worn with travail, imploring Thee for the refuge of the grave and denied it — for our sakes, who adore Thee, lord, blast their hopes, blight their lives, protract their bitter pilgrimage, make heavy their steps, water their way with their tears, stain the white snow with the blood of their wounded feet! We ask of one who is the Spirit of love and who is the ever-faithful refuge and friend of all that are sore beset, and seek His aid with humble and contrite hearts. Grant our prayer, O Lord, and Thine shall be the praise and honor and glory now and ever, Amen."

THE FACTS AMPLIFIED

by TED COGGINS

As a follow up to the article "Freedom From Fear" we wish to point out the following facts:

1. fertilizable life of an ovum = approx. 24 hrs.

2. fertilizing life of a sperm = up to 1-5 days

3. variability on time of ovulation between females = 15 ± 5 days.

Therefore unless one knows the time of ovulation of an individual female, her so called "un-

safe" period (3-6 days) may occur anywhere in the range of 5-21 days after the beginning of menstruation. It is also known that a few individuals do not fall in the above range and may even ovulate during menstruation.



BOX 334

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"Letters to the Editor" published in this paper express the opinions of the writers and not necessarily those of the Editorial Board.

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Confusion!! Confusion!! Time is growing short for the old staff and everybody's s.o.o.s.d. drythetears, no wait i know something no staff (well not much) for next year. Now let 'em come, we'll take anything??? anyone??? that don't mind yellin'or soreindexfingers or CONFUSION orlatenightsorweakea??? Oh dear i fear i have scared thou away. But kiddies it's fun!!! a nice new office, maybe even a new constitution. WHO KNOWS??? Well don't look at me, i don't know, cause i don't nothin'. CCripes it's cold in here, h-m-m we're so good they want us here permanently?? Don't answer that anyone. Too cold to write more, gemme more free coffee. Chow from "The Spirit of the DRAM"
Proofreaders, Chriss, Rona.

boy do we get letters! — boy do we get letters!

Dick brings up wind

Dear Sir :

In a fit of mental biliousness I have decided to bring up, as it were, my personal thoughts on the need for some kind of intellectual relationship between Mac and other colleges. For many years Macdonald has lived on the fringes of collegiate action, concerning itself mainly with its own affairs.

There is some justification for the situation. The student body does not have any great quantity of money to play with. It costs just as much to provide group entertainment for 300 people as it does for 3,000, and so the per capita unit cost in small colleges, such as this, is probably higher. Therefore money spent on external relations has to show some return. The cost of joining UGEQ is \$1.00 per person and CUS \$0.85 per person, making totals of approximately \$1700 and \$1450 respectively for Macdonald. This currently amounts to 3-4% of the student society income. There is also some doubt whether or not small voices such as Mac would be heard in a large organization. On the other hand, would we get much useful fallout from the affairs of the large organization? Frankly I do not know. I have also heard, rightly or wrongly, that UGEQ and CUS are in financial difficulties. Investment in bankrupt organizations is undesirable. Both CUS and UGEQ are unilingual to all intents and purposes and do not communicate with each other.

If the current organizations do not justify Mac's needs the only alternative is, as with the church, to set up our own group. Geographically this would be limited to the Ottawa-St. Lawrence colleges. It would be better if the financial involvement were kept at a minimum. Each college could back a teach-in. The conclusions of these teach-ins could be presented in college papers and in the form of briefs to interested bodies e.g. faculty, government or industry.

What might be the subjects of such study sessions that could be of common interest to such a group? These seem to fall into two groups — the selfish and the unselfish. Into the former I would place those subjects of immediate interest to the student such as proposals for changes in the current method of teaching e.g. freedom of choice of curriculum; a discussion of the rights and privileges of the student; ways of improving course standards; the financial workings and cost of universities; — where does the money come from and where does it go? What is the government responsibility toward universities? Let us propose modifications to the System. Get rid of the idea that degree and

status are synonymous and provide alternate places for those people who currently constitute the drop-outs. I wonder how many B.A.'s and B.Sc.'s are now peddling for various companies or doing jobs that technicians could do just as well? What a wast!

What percentage of Industrial profit in Canada is going into research compared with that of the U.S.A.?

Under the unselfish category, I would place such subjects as the integration and development of Native peoples in our society; the inequalities and inadequacies of the law; the development of Canada by Canadians; Conservation and Pollution; City development and transportation of the future; the Rights and responsibilities of Employees and Unions; and the Place of Religion in modern society.

These are of course largely a reflection of my own feelings and interests but they may provide some sort of basis for planning or a stimulus for further thought. Maybe study sessions could be followed by a bash of some sort to provide for the body as well as the mind.

Yours hopefully,

Dick Whitaker

Whitaker on Vietnam

Dear Sir;

Pecking press has investigated the question thoroughly and is convinced that Mr. Wilson is the guiding force. By encouraging the U.S. to spend vast amounts on war material, Wilson has found that domestic supplies and products in the States are in short supply. Because of a devalued pound the British export market is booming.

The plot thickens! President de Gaulle having perceived the value of the goulash plot is trying to edge in on the market with honeyed tongue and sticky fingers.

Meanwhile, back at the ranch, L.B.J. having also observed the plot in action is contemplating ending the war with an A bomb which of course Wilson decries, since it is detrimental to the British export market.

Canada, as usual, keeps quiet by virtue of her nimble External Affairs Minister, Hop along Martin who can dance to any or several tunes at once.

It's rumoured that the Kremlin is behind L.B.J. since this is keeping her war industry and exports going, and she's also decrying the use of the quick cure.

Yours truly

Richard Whitaker

Only 373 of the 1,017 here next year

Carnival Committee '68 seems to be suffering from a case of severe sour grapes, judging from the amount of paranoid correspondence in last week's "Dram". This seems to be unfortunate as I am sure many of the students at Mac. enjoyed themselves, and appreciated the obviously hard work which the Carnival Committee put into the organization of a three-day Carnival week-end.

However, the Committee takes the liberty of attacking the total membership of the STS, presumably because of the poor response of the students for executive posts in the '69 Carnival Committee.

It is true that the STS has a membership of 1,017 students, but of this number, only 373 (at the maximum) will be at Mac. next year. These 373 students comprise the present FB and FD students, but all the other education students will have left. This possibly explains the lack of enthusiasm for 1969 Carnival amongst Education students. All the same, perhaps if the '68 Carnival Committee had taken the trouble to go and address the FB and FD classes, there might have been a much better response. It would be interesting to know how many of the volunteers for Carnival '69 from Agriculture and Home Ec. are presently in their Freshman year?

But, let me be quite clear here, it is NOT the function of the STS Executive Committee to help arrange the 1969 Carnival. It is the duty of the Carnival Committee to recruit its membership for 1969, as Carnival, in itself, is no responsibility of the STS Executive. Likewise, the STS Executive is NOT responsible for the activities of the 'Royal' — the 'Royal' has its own organizing Committee and it does not fall under our administration.

There are eight Class Presidents within the STS, and campus-wide activities, such as Carnival, Lit. and Deb., Royal, Dance, etc. should work directly through these Class executives, for their respective activities. The STS Executive Committee is the policy making body for the Education student on campus, and is not set to carry out the work of other campus organizations.

My final comment is that if the student on campus is not interested in volunteering for executive positions on campus-wide organizations, like Carnival, then the very activity of the organization must be questioned. After all, the organizations were set up to serve the interests of the student — if the interest is no longer there, then the role of the organization must be critically examined. If there is apathy

on campus for existing activities, then students who serve as executive officers, should try to find out exactly what the students do want. There is no point in flogging a dead horse — if the student body is not prepared to work for the Green and Gold, then it should go.

The task of all campus organizations, STS included, is to serve the interests of the student. All Executive Committees should be doing this. Let all the student organizations pull together and let us stop this continual bickering between Education, Home Ec. and Agriculture. It is a waste of time, when there are so many better things to be done. Why divide the campus, when the student-body should be united in student solidarity? This stupid feuding between Aggies and Ed. students only reduces the strength of the student voice on campus. "United we stand, divided we fall".

Some 'constructive criticism' for Carnival Committee '69 — why not turn Carnival into something like the British universities 'Rag Week'? All the monies raised, should then be given to some worthwhile cause, such as hospitals in Viet Nam, school construction in Africa or Asia, or for funds for Canadian Universities Service Overseas (CUSO).

Yours faithfully,

President STS

72,750 of them in Quebec, but article not from Playboy

Dear Sir :

As far as I know, the **Dram** is the "Voice of Macdonald College" and I think that Macdonald College is full of talented students who can contribute a great deal to the pages of the college newspaper. The **Dram** should encourage and give space to the achievements and ideas of the students and not to such articles as was published in the issue of February 16th entitled "Playboy typifies perversion". When it has been published, it shows that the Editorial Staff is willing to accept the ideas represented in the article.

Publishing such articles in a College newspaper is shocking, at least to me. Why are you wasting good space reproducing ideas from **Playboy Magazine** — ideas which any intelligent individual can formulate from reading the magazine itself. The ideas in the article may be the author's personal opinion; I don't think that men consider the opposite sex to be of such a low status as is implied in certain article.

Is this the dignity and honour we are bestowing upon women by encouraging the publication of such an article?

Yours truly,

T. Hussain, MSc 1

Yes Fornication is Sacred!

Dear Sir,

For the past three weeks or so I have 'picked up' the 'Dram' perhaps 'Pick-up' would be a better suited name for the paper, judging from some of its contents. I have read the several articles which are 'educational' but nevertheless, rather pointless, for our seemingly well sex-oriented enrollment. It is my opinion that it is about time that we got our minds and articles above our belts.

It would appear that several people on campus have already mastered the art of consumption outside of marriage, therefore further instruction seems unnecessary. After all, why make it easier for people to fornicate? Instead of giving ways out of reproducing, and, perhaps, that is the one reason so many do not engage in such activities, why not publish articles on venereal disease, gonorrhea, and syphilis?

I can only assume that these past articles have been written to protect new life and death from abortion. Very noble this may be, but condoning a sacred act between a man and a woman in the sight of God, and not out of the sight of others takes more courage and convictions, not to mention character.

Don't misunderstand me, I am not a prude, but at the same time one should be able to feel that they can read the paper of an institute of higher learning without having to bring a 'spoon'.

Sincerely,

Sue Banfield F.D.P.

Time to read the Dram

Dear Sir :

Recently I have discovered that various universities in this country have a "Reading Week" during which extra reading can be done and term papers finished. Here at Macdonald College we have nothing of the sort. Instead we have term paper upon term paper. Piled on top of this we also have four weeks of practice teaching that are most demanding. Christmas vacation? What's that? I saw about five days holiday this year. If we're so concerned with abortion and pills why don't we take a little time to consider what work we have to do first, then consider what we can do about abortion

Administration Abdicates From Union Government

Dear Sir:

I would be grateful if you would publish the following correspondence in the *Failt-Ye Times*, for the information of your readers.

Thank you.

Your truly
H.G. DION,
Vice-Principal

Dear Dr. Dion:

As there appears to be some feeling within the student body that the Chairman of the Centennial Centre Committee should not be a Staff member — or in any case not someone from Administration — I wish to respectfully submit my resignation as Chairman and to request that I be relieved from service on the Committee.

To date, three meetings of the Committee have been held and, as a matter of record, I attach copies of the "minutes" or reports of these meetings. I think you are aware that the Committee has proceeded in accordance with the basic principles set forth in the Memorandum of November, 1966 which was drawn up by yourself and the 1966-67 Students' Council.

I can report also that while some progress has been made and some aims and objectives have been defined more clearly, there have been no decisions taken that commit Students' Council or others concerned.

As College Secretary, I shall be most willing to work with the Committee in any of its endeavours and particularly with regard to those operations (such as the Book-

shop) where the College or University will continue to have a role or commitment.

It has been a pleasure working with the Committee members and I have found the students and staff involved co-operative, conscientious and genuinely interested. While I had been looking forward to continued active work with the Committee as it pursues the challenging task of planning for the Centre's operation, I am prepared to relinquish my specific role as this seems to be the preferred course of action.

I wish the Committee every success and I can assure you and them that, as a graduate of Macdonald, I share with all concerned the feeling of achievement in seeing the Centre become a reality.

It is my sincere wish that as the students proceed to utilize and operate this most exciting set of facilities, that they will not be unmindful of the fact that without the help of yourself and true friends of the College, 1968 would not have seen the realization of the Student Centre.

Respectfully yours,
W.C. Shipley,

Dear Mr. Shipley:

I am sorry to receive your letter of resignation both as Chairman and as a member of the Centennial Centre Committee. I regret this both because it is obviously precipitated by the editorial in the *Failt-Ye Times* (which, with no contrary opinions expressed, we must take as a reflection of the opinion of Students' Council) and because the Committee will lose the experience you have both as a student officer when you were an undergraduate, and your intimate knowledge of McGill's administrative practices.

However, I sympathize with your desire to be freed of service which is not appreciated by those receiving it. As we both know, your service on the Committee was not part of your administrative duties, and if you wish to resign this voluntary service

to the cause of the students, this must be accepted, albeit with regret.

I share your feelings, and I am sending a letter of resignation to Mr. Cook so that I may too be relieved of this voluntary accepted duty.

It is ironic that this arrangement was so satisfactory to the Students' Council of 1966-67, and that this year's Council does not apparently feel that a majority of the members of the Committee is a sufficient guarantee of the protection of their interests.

On my own behalf, I thank you for your objective and helpful service to the cause of putting a students' union into operation on this campus. I will not forget your contribution.

Yours sincerely,
H.G. Dion,
Vice-Principal

Dear Mr. Cook:

I am attaching for your information a letter from Mr. Shipley, the College Secretary-Registrar, in which he resigns from the Centennial Centre Committee, both as Chairman and as a member. I have written to Mr. Shipley (copy enclosed) indicating both my regret for the necessity for his decision, and my appreciation of his voluntary services.

Mr. Shipley is resigning in response to the clear call in the *Failt-Ye Times* for his removal. If it is student policy to object to the assistance of Mr. Shipley by virtue of his position in the College Administration, it goes without saying that my own participation, by virtue of my post as Vice-Principal, is even more objectionable.

Accordingly, I hereby inform you that I do not intend to participate as a member of the Committee in the future, and that my membership should be terminated.

make whatever alternative arrangements it wishes.

These actions are taken as a direct result of the uncontradicted opinions expressed in the *Failt-Ye Times*. Relationships between University officials and student government in all universities are difficult enough today without complicating them unnecessarily by misunderstandings. The *Failt-Ye Times* is an instrument of the Students' Council, operating with Council funds, and therefore must be taken as the voice of the students. When it expresses opinions on campus matters contrary to those held by Council, one can expect this contrary voice to be heard. In this case, there has been no contrary voice, and the obvious conclusion has been drawn. To avoid a continuation of a misunderstanding, Mr. Shipley and I are both leaving the Committee.

Yours truly
H.G. Dion,
Vice-Principal

Editorial Comments

ADMINISTRATION HEADS STUDENT UNION GOVERNMENT

The registrar Mr. Shipley is the Chairman of the Student Union administrative body. Furthermore two staff members, one alumni member, and four students complete the committee. The Dean of Students, and the President of the Student Council are "ex-officio" members with voting rights which represents a strange conception of "ex-officio" members.

There is great talk of "student responsibilities" and here at Mac, Students do not have sufficient gumption to clean their own house. The S.U.B. should be an opportunity for student leaders to gain managerial and decision-making experience.

Again involvement has been avoided and students have shirked their responsibility. How can students demand a say in University Government if they can not see to their own affairs?

The Union Bldg. becomes a recreation Hall provided by the administration rather than a student responsibility.

Student Council President, Harold Cook claims that there is no problem and consequently no issue. Administration is needed for experience and advice added Cook.

The issue here is not Student Power or "Administration Power". By this situation the student has cheated himself of valuable experience and responsibility.

We hold Student Council responsible for the situation created above. If responsibility is not delegated to students you can not expect them to be responsible.

President Cook has told us not to fear the control of Administration in this matter. The committee could easily be changed if the situation proved necessary commented Cook.

We feel the situation necessitates immediate action from council to restore the S.U.B. as student responsibility.

The Dram, Feb. 9

The above is the editorial which engendered the action from Administration. The editorial clearly states that Students Council does not accept the opinions contained there-in. It must be concluded, therefore, that Administration agrees with the Editorial and has consequently initiated action. Furthermore, there seems to be confusion because Student Council has indicated that Vice-Principal Dr. Dion is not a member of the Union Centre Committee from which he plans to resign.

Student President to the Rescue

Dear Sir,

In the past it has not been a policy of mine to comment on editorial opinion as expressed by the members of the editorial staff. Unless facts are presented in a grossly incorrect manner, I feel it is the right of editors to any opinion which they may have on a particular issue whether it be Student Government or otherwise.

In light of the misunderstanding that has developed within the Centennial Centre Committee, I would like to clarify my own opinion and express generally the feeling of the Students' Council.

The Centennial Centre Committee is basically responsible for policy matters concerning the Students' Union. Ultimately, through budgetary procedures it is responsible to the Students' Council. Four student members are appointed by the Students' Council, a Graduate Society member is chosen by Council and three staff members are recommended to the Vice-Principal for the appointment of two. The fourth "senior" member is the College Secretary of his designate. In the present case Mr. Shipley has filled the latter position as Chairman of the Committee. In addition the Dean of Students and the President of Students' Council are voting "ex-officio" members. Thus, it can be said that the student members have the voting majority and in addition, the right of selection of staff members. In the present case the Committee is highly student orientated.

I had hoped that this structure would have been clarified by the article on the Student Union which was to have been included in the Feb. 9 issue and the following week, but was completely omitted from both.

As a member of this Committee and as Council President, I objected to the opinion of the Editors in "Administration Heads Student Union Government" for its claims did not adequately explore the situation. It fails to account for such facts as the rapid student population turnover, the actual voting majority of students or the plain inability of students here to assume full responsibility at this stage.

Three meetings of this Committee have been held and both Dr. Dion and Mr. Shipley have been invaluable in the initial stages of the policy work. They have fulfilled their purpose of being present at the meetings — to present background facts on the situations as they do exist. Mr. Shipley, as Chairman, has been extremely helpful and unbiased in bringing to light important facts. His preparation for meetings and reports following have indicated his genuine concern in seeing that the Union gets off to a good start. It is deeply regretful that resignations were felt necessary as a result of the editorial, not intended to be a voice of the students.

I along with Students' Council, strongly disagree with your opinions in this case.

Yours truly,
Harold COOK

Manifesto, Sit-in, and Strike

U. de M. fights Instant Education

(McGill Daily and La Presse)

"In the fourteenth century at Sorbonne professors stood in front of their students, spoke for a few years, and then — poof! — the students got degrees. Sound familiar?"

It was a very obvious analogy for a group of students who released a manifesto on university structure and course organization at Université de Montréal yesterday.

The committee, headed by Andre Saicans, a former vice-president of UGEQ, has been studying course revision and drew up the manifesto to publicly deplore the courses and credit system at U de M. The students threatened a boycott of classes in the Faculty of Social Sciences, containing some 2,000 students, if the manifesto gains enough support.

The protest and press conference were organized, independent of AGEUM, the students' society of U. de M. although V.P. for Public Relations Mario Dumais expressed sympathy with the students' aims.

One of the major student complaints was what they termed the "profuse snobbery" of the administration in not recognizing baccalaureate degrees from classical colleges, yet accepting students with the same degree issued by another University.

Montreal

The strongest attack was directed against the role of the University as perpetuator of the social system. "The University... is a vast industry which tries to produce, en masse, at the minimum expenditure, thousands of bureaucrats to serve the industrial society," the document said.

The University, continues the publication, "is not autonomous; it has the same patrons as does society, that is financiers, industrialists, politicians and, like them, it manipulates and usurps

High School Marches

Some 1,000 students paraded the streets of Laval Friday, Feb. 16, to pressure the government into building a CEGEP on L'Île Jésus. Supported by the local police the students from the Mont-de-LaSalle school blocked the main arteries of the city. One of their professors, J. Kostakeff, claims that if they don't obtain action they will march to Quebec. The students' leaders have asked that the posters be kept in case they are needed again.

Laval

The 1,000 students paralysed Laval traffic for two and one half hours as they walked two miles before they disbanded. In the afternoon, and with the blessing of their teachers, the students were given a holiday in reward for a responsible and well controlled demonstration.

without scruples the human masses which seek to express themselves."

Charting and holding signs and placards, 200 students of the Faculty of Social Science organized a sit in Friday morning (Feb. 16). Students flocked to the administrative building where the leaders of the group met with Roger Gaudry, rector,

to ask him to hold a special assembly.

Not satisfied by the answers given by the authority, 1,800 students of the Faculty of Social Science went on strike Monday, Feb. 19. The scheme is to send only one student to each lecture to take down notes and have them copied to be distributed to the rest of his classmates. The administration announced that it recognizes the students' problems and at its next assembly, March 4th, the problem will be discussed.

The student leaders are demanding that a special Commission on Education be structured to equally, represent administration, faculty, and students. This committee would investigate the educational value of the lectures, and the promotion as well as the course credit scheme.

NB strikers gain ground

MONCTON, N.B. (CUP) — Striking students here removed barricades Thursday after Université de Moncton officials agreed to demands for a strong statement on increased government aid to the university.

The administration said it would make representations to the provincial government on the issue.

Students have been out on strike for a week protesting lack of government support for the university and an announced increase in tuition fees.

Wednesday the administration announced students would have to make up classes missed Thursday and later in their spare time if they expected to write final exams.

Friday, the New Brunswick Federation of Labor asked Premier Louis Robichaud to take steps to freeze all tuition fees at the present level, and to adopt a program to eliminate them.

The NBFL suggested tuition could be financed through a provincial lottery.

In a separate kind of protest, two Moncton students have been released on bail after being charged with delivering a pig's head and a note to the home of Mayor Leonard C. Jones of Moncton Thursday morning.

Earlier in the week, a delegation of students had presented a brief to the mayor and civic officials calling for more bilingualism for the city

Moncton

administration. Moncton is about 40% Acadia French.

A group of 1,000 university and high school students joined in the march. A police guard has been posted outside the mayor's house since Thursday, and police have been alerted to watch for further trouble.

So far no violence has been reported in Moncton on either the student strike or the bilingualism issues.

CEGEPs STRIKES

MONTREAL (CUP) — Over 6,000 Quebec pre-university students had their classes disrupted Wednesday as students in Montreal, Quebec and Hull went on all-day study sessions.

Quebec

They were protesting teaching methods, courses and credit systems of the new CEGEPs (professional and technical colleges).

Major complaints of students from the Montreal area concerned l'Université de Montréal's system which refuses to recognize credits from colleges and requires that students repeat courses already taken in college.

Students also demand a long-promised second French-language university in Montreal.

Quebec City region students protested the system of accreditation and demanded that l'Université de Laval increase its enrolment quota next year to accommodate the number of students leaving the pro-university level.

Quebec Education minister Jean-Guy Cardinal, just back from Africa, attacked UCEQ for not consulting his ministry before starting on the protest.

Union Générale des Etudiants du Québec's education vice-president Richard Brunelle refuted this, saying that educating the students to their problems was, by definition, collaboration with the government's objectives.

"For the first time the students have risen to the challenge of discussing their problems," he said. "We are now awaiting the student's solutions to the problems they have posed to themselves."

Boycott Church Domination

HALIFAX (CUP) — St. Mary's University students went on a three-day boycott of classes Wednesday, but returned a day early at the suggestion of the university president.

Students were protesting the catholic diocese's control over the university. They claim Rev. James M. Hayes, Chancellor, has a virtual veto power over the board of governors.

"We wish to have an effective board of governors," said Mike O'Sullivan, president-elect of the all-male St. Mary's students.

The students want a diocesan committee on higher education abolished, citing it as an infringement of academic freedom, and the university community's right to make decisions affecting the university.

Main bone of contention is a student-sponsored report which recommends amalgama-

tion of St. Mary's with Mount St. Vincent University, a local catholic girls' school.

St. Mary's University student president Robert Shaw said the principle of co-education was accepted in principle last fall by the university. The diocesan committee on higher education is to decide the issue at a March 5 meeting.

Halifax

University president Henry J. Labelle told an open meeting of students Thursday no further point would be served by continuing the protest.

He said the protest against the diocese's power to veto the board "would not further our purpose at this time."

The students agreed to discuss the matter in a student-faculty-administration committee.

Students Protest Gov't Interference

REGINA (CUP) — A reported 600 students marched on the Saskatchewan legislature Thursday protesting a tuition fee hike and threats to the University of Saskatchewan's autonomy.

Regina

And inside, Lieutenant-Governor R. L. Hanbidge read the Liberal government's speech from the throne outlining plans to expand both campuses of the U. of S., provided French language instruction where the need merits it, and increased education, training and rehabilitation for the province's Indians and Metis.

The students, from the Regina campus of the U of S, tried to show the people of the province that the government's plan to scrutinize both capital and operating expenditures of the

university will endanger its future.

Carrying placards reading "Tax Potash", "Not Students" and "Autonomy, not Autocracy", they lined the hallways as the Lieut. Gov. passed into the legislature to read the speech, but he did not react.

University president John Spinks was booed as he entered the gallery.

A student in charge of the march said they were trying to point out the low priority the government of Ross Thatcher was giving to education.

He said Thatcher had repeatedly refused student invitations to speak at either Saskatoon or Regina campuses since taking office in 1964.

In a recent interview with the student press Thatcher said he was sympathetic to student views but simply didn't have enough money in the treasury to avoid increasing tuition.

Tuition will increase about \$80 per academic year, still third lowest in Canada.

Protest high fees

NB students "work-in"

SACKVILLE, N.B. (CUP) — Mount Allison University students have opted for a work-in to protest residence fee increases.

The "work-in", where students will sell themselves out to do odd jobs in the local community at 25 cents per hour, is scheduled for Saturday when there are no classes.

The students feel the publicity such a stunt will get will pressure the government to increase aid to the university.

Meanwhile, 30 miles away in Moncton, students have been walking on the picket line since Monday in protest of a tuition fee hike there.

Sackville

They have rescheduled a march to the legislature in Fredericton for Tuesday to coincide with a government caucus the same day.

The Canadian Union of Students has issued a statement of solidarity with the striking students.

The statement praised the Moncton students' "courageous resistance to the threat of greater economic barriers to higher education in New Brunswick.

"CUS finds it incomprehensible that the government of New Brunswick should place greater economic hardships directly on to students and their families after a year when federal spending on education has increased by 63 per cent," the statement said.

student syndicalism

It is undoubtedly true that a new dimension has been added to student action in Québec. A demonstration in front of the government's Parliament Buildings is only one of the more obvious aspects; what really counts is a new underlying philosophy of action and organization which is to be found in the Québec student movement, which is called syndicalism.

Actually, syndicalism has been around for quite a while. Ten years in Quebec and a lot longer than that in France. The first consciously syndicalist actions were undertaken by the students of the Université de Montréal in 1958, when they staged a strike in protest against the policies of the infamous Duplessis government.

In that year, three U de M students staged a months-long sit-in outside Premier Duplessis' office in Quebec City, receiving wide attention in the press. Their actions signaled

by

Victor RABINOVITCH

International VP, UGEQ

the beginning of the end of the "ancien régime."

By their actions, Montréal students indicated that they, too, were prepared to play a full role as active citizens in Québec society. Six years later, in 1964, l'Union Générale des Etudiants du Québec accepted the principles of syndicalism as the basic policy of the newly-formed national union of Québec students. UGEQ thus followed in the footsteps of the students of France who had accepted the syndicalist line as early as 1946.

Basic principle — student as worker

What are the basic principles of student syndicalism? The essential concept is that education is a productive process. It is productive because it involves the active development of a student's mind.

A simple analogy will explain this further. The worker involved in constructing a new building is obviously being productive. Although the building under construction might not be used for several years, nevertheless, all his actions are seen to be socially valuable, because that building will eventually be put into use. In the same way, a student's mind will be put to social use.

The student is the **subject** of the education process. He must

actively involve himself in the development of his own mind. In other words, he is a sort of a worker — a young intellectual worker.

Thus, the student is an active and productive member of society. The education process, and consequently the university, is tied into the social and productive fabric of the whole nation. It follows that there is no such thing as a student problem — there are only student aspects of social and economic problems.

This concept of education contrasts totally with the classical liberal outlook. The traditional view is to see the student as a consumer, an apprentice. He is supposed to be passive, the object of his learning. He is irresponsible, dependent upon his parents, and totally individualist. His education is "all for him"; won't he be earning more money once he graduates?

Following on this older view of education comes the traditional Students' Council. The Council is expected to be involved in what are essentially "corporatist activities". Its main task is to provide all sorts of services for its privileged members. The student is unintegrated in society; why should his Council be involved in the political questions of the nation? Besides, students are at the university as individuals, so how can their Council claim to represent them on any questions of significance?

Collective rights, not parasites

Syndicalism, and UGEQ, rejects unequivocally this essentially parasitic concept of the student. The student is active; he is productive. He is a full member of his society and, obviously, a full member of the university. All students — as young intellectual workers — share a collective identity and share certain collective rights and responsibilities.

As a **free citizen**, the student shares the rights of all citizens. He is entirely responsible for his own actions, and must be given total freedom of thought, of expression, and of action within the bounds of his society. At no time must the university consider itself responsible for the actions of one of its students. Students at the university are answerable to the laws of society only; they have the consequent responsibility to defend liberty in all its forms.

As a **young adult**, and as an intellectual, the student has the right and obligation to contribute to the cultural and social values of his Nation. He must

be prepared to question the existing structures and preconceptions, however "sacred" they may be.

In short, by the very nature of his occupation as "student", he must be totally involved and committed to social action.

As a member of the university, the student has the right and obligation to guarantee the maintenance of education standards and development. He must see that the university fulfills its social role and thus must destroy the mythical concept of the "ivory tower". The university is a community of students and professors. It is up to these two full member-groups to determine the progressive

In each of these areas, it is the responsibility of the Student Union to reflect, on a collective basis, the rights and duties of the individual members. For example, it is the Student Union which will be involved in the decision-making process of the university. Or, it is the Student Union which will denounce a social injustice and will press forward student demands for the amelioration of a presently intolerable situation.

At the same time, the Union must not ignore the needs of its individual members. Such programmes as the traditional cultural activities, conferences, as well as certain other services still should be provided. The

society milieu. No longer could a student conceive himself as being a totally isolated, self-centered individual. He was now involved in his society. This early movement also resulted in certain real improvements in "the working conditions" of the student populace. Included in this, must be the increase (if not the actual establishment) of a student aid system.

UGEQ in 1964 — the action begins

However, it was with the founding of l'Union Générale des Etudiants du Québec that syndicalism achieved some major accomplishments. UGEQ was formed only three years ago, but it has already established



French students who fought so valiantly against the Nazi occupiers formed the nucleus for the student syndicalism movement. Prominent in such groups as the French Forces of the Interior the students wanted to avoid any return to the reactionary social and political systems of the pre-war days.

policies necessary for their institution.

Student Unions not Corporations

What is the syndicalist conception of the Student Council? We have already seen that the university is no longer a world-in-itself, a privileged sphere totally cut-off from the economic and social upheavals in society. Nor can the student be considered simply as a passive, individualist consumer. In the same way, the Student Council cannot limit itself to providing self-centered services to an already privileged group.

The activities of the syndicalist Union can best be considered in a three-dimensional perspective:

- 1) Service to the student;
- 2) Service to the university;
- 3) Service to the society (or to the Nation).

essential point here, though, is that the Union must not endeavour to attain for students privileges at the expense of the rest of society.

What has been done?

Briefly, what are some of the accomplishments of the Quebec student syndicalist movement? There is no doubt that the early syndicalism, centered mainly around the Université de Montréal, helped quicken the end of the Duplessis régime. In fact, we can see a clear analogy between the events in Quebec during the late 1950's and the situation in France at the end of the Second World War. For it was at a time of national crisis that the students of both France and Quebec first accepted their collective responsibilities as full productive citizens.

The early syndicalist actions also had the very important effect of politicizing the univer-

itself as a real political force in Québec.

In this short period of time UGEQ has pressed demands for the total restructuring of the education system. Students have had a large role to play in the establishment of the CEGEPs, the new technical and general colleges slated to provide the first two years of university training. UGEQ has been instrumental in obtaining a greater coordination of the development of all the universities of Québec. UGEQ has demanded and obtained a large amount of democratization within the French universities and within certain lower-level institutions.

The march on Québec City this past January highlighted the demand for the establishment of a system of free education and student salaries at the post-secondary level. UGEQ,

(Continued on page 14)



DEAN HALL

Education

The dean and staff of the Faculty of Education welcome education and high school pupils to the annual Macdonald Royal.

It is obvious to all that major changes are being developed in Education in Quebec. The Faculty of Education is actively involved in making plans for the new patterns and in preparing teachers for the new approaches to teaching. This is apparent not only in new emphasis in the usual course in teacher education but also in the many new graduate programmes which are being developed and the new courses which have been opened for specialists.

The Faculty of Education is anxious to meet young people who would like to consider a teaching career. The many displays will tell part of the story but the staff will also be available to answer other questions or to discuss some of the implications of change.

Congrats

DR. DION
Vice-Principal

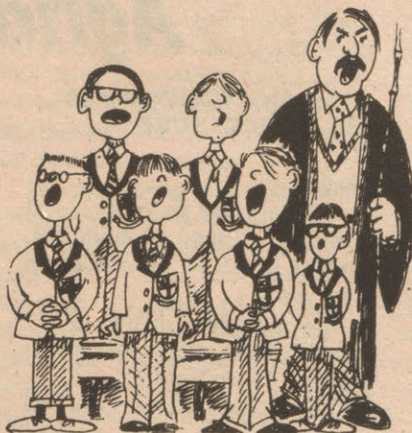
The Macdonald "Royal" has developed into a College-wide display, an Open House, at which the students show their fellow-students and a host of visitors what is involved in the preparation for their professions, and what their disciplines are all about.

To you as a visitor, I wish to extend a welcome on behalf of all of us at Macdonald, staff and students alike. We hope you will enjoy your day with us, and will know what we are doing.

To the students, I would like to express my congratulations on what I am sure is an excellent show.

WE THE DRAM WELCOME YOU

In their generosity, the bring to you, at (although any be gratefully accepted) this, our piece-green-for-take-home-paste Royal a.d. 1968 Our heart felt those who peruse P.S. For those agriculturally paper comes from green trees the Dram dedit!



magnanimous Editorial board no extra cost donations will epted) this, our piece-green-for-take-home-paste Royal a.d. 1968 Our heart felt those who peruse P.S. For those agriculturally paper comes from green trees the Dram dedit!

Welcomes

The College Royal is one of the most important events in the academic year. At this time we welcome interested students, friends and relatives. It is our way to attempt to communicate with you through the media of exhibits, demonstrations, posters and pamphlets. We want you to learn about our courses and the services we hope our graduates will render to society.

We sincerely trust that you will find something of interest information from us. The School to you here. More than that, we invite you to talk to our students and staff and discover for yourself those aspects of our work which you may not have known about previously, due to lack of of Food Science welcomes you, our visitors, and we hope that you will have an enjoyable time at the Royal and will come again to Macdonald College.

HELEN NEILSON
Director of School of
Food Science

A Career

For over ten years students of the Department of Physical Education of the Faculty of Education have participated actively in the program of the Macdonald Royal. Today it is perhaps fair to say that the Physical Education Demonstration is now one of the most popular events of the Royal.

For those high school students who may be contemplating a careers in Physical Education, I invite you to take advantage of this opportunity to talk freely with our students and staff. I am sure you will find that they are most willing to answer any questions you may have regarding a career in Physical Education.

May I, on behalf of the school of Physical Education, extend a very warm welcome

ROBERT WILKINSON
Director, Physical Education

WHAT, WHERE AND WHEN

FRIDAY, FEBRUARY 23

- 9:00 a.m. — 1:30 p.m. — Livestock Show — Livestock Pavilion
- 9:30 a.m. — Opening of Displays until 5:00 p.m.
- 10:00 a.m. — Gymnastics Demonstration — Stewart Gym
- 10:15 a.m. — Food Demonstration (on Cheese) — Main Bldg. Room M-323
- 10:32 a.m. — Judging of Displays
- 2-5 p.m. — Fashion Show and Royal Tea — New Dining Hall
(First Fashion Show: 2:45 p.m.; 2nd Fashion Show: 3:45 p.m.)
- 2:30 p.m. — Gymnastics Demonstration — Stewart Gym
- Food Demonstration (on Cheeseg — Main Bldg. Room M-323
- Concert — Featuring Lee Roy Preston and "The Inn Crowd" and American Recording Star Lotsa Poppa and his group.
- Admission: \$1.00 — High School Students: 75¢ — Assembly Hall
- 8:00 p.m. — Concert — Double Bill Attraction — Featuring "The Border-meh" and "Five Penny Opera" — Adm.: \$1.00 — Assembly Hall

SATURDAY, FEBRUARY 24

- 1-5 p.m. — Livestock Show Finals — Livestock Pavilion
- 1:00 p.m. — Opening of Displays until 5 p.m.
- 2:00 p.m. — Gymnastics Demonstration — Stewart Gym
- 2:30 p.m. — Hockey Game — RMC at Mac
- Food Demonstration (on Cheesec — Main Bldg. Room M-323
- 3:00 p.m. — Basketball Game — RMC at Mac
- 3:30 p.m. — Fashion Show — New Dining Hall

Turn On - Or Starve...

Food For Thought

by Celia MOODIE

When faced with choosing a career, the high school graduate is confronted with a major decision. Nowadays great stress is placed on the future — its opportunities, problems and advancement.

Keeping these factors in mind, a girl makes a wise choice when she selects Food Science as her career. Food Science is a five year curriculum offered at the college, and when completed the door is opened to five major professional areas.

Education is one area where Food Science graduates are sorely needed. Schools both for child and adult education constantly seek Food Science specialists to fill their vacancies. Another area lies in the business and industry sphere for administrative and management positions. In the concept of business, our graduate would serve as a public relations specialist. Community service is even another area where a graduate can choose to work. Social welfare and public health on the homefront and foreign service abroad would fall into this category. Or a Food Service graduate may choose the Institutions as her field of work and she would then be involved in food service. Lastly, research needs attention. This includes not only food and nutrition but child development and family relations.

Food Science is the only curriculum which fulfills a dual role. A Food Service graduate is not only a professional woman, but she has undergone an improved personal development and will be able to enjoy a richer family life.

Food Service is a current profession for it recognizes the fact that a woman has to be employed at some time during her life. Whether it be immediately after graduation or later in her life — a Food Service graduate is never outdated.

Food Science is similar to Engineering, Medicine and Agriculture for it is a large field consisting of several smaller areas. This integration and co-ordination of various fields of study make the course interesting and diversified. At Mac, Food Science is synchronized with the Education and Agriculture Faculties through courses such as Psychology, Animal Science, Chemistry and Microbiology, to mention only a few.

Food Science is the curriculum to follow for girls who look ahead. What other course offers a general education and guarantees professional competence.

From Household Science to Food Science

by Celia MOODIE

Last September, the School of Household Science was officially renamed the School of Food Science. This change represents the rejection of an old name and adoption of a more suitable title for a revised curriculum.

Household Science has been the name of the School since classes first commenced in 1907. At this time, the name was appropriate for the training offered to allow for "the improvement and greater enjoyment of home life".

Since 1907 many changes have taken place. Now in 1968 the course is five years in length after completion of four years of high school. The Food Science graduate has become accepted in society as a professional woman. Particularly significant is the emergence of dietetics as a public service with salaries on a par with graduates of other faculties.

Why the name change? Why Food Science? Home Economics immediately brings to mind a woman barefoot, pregnant, and in the kitchen. This concept is

out dated and so in updating the image the old name was discarded.

Men are needed in the food service world for this area of Food Science is craving for graduates. "Also, with the increased technical knowledge required in the handling, storing and manufacturing of food products, the graduate in food management and dietetics can serve to bridge the gap between technical personnel and the scientist, such as chemists and bacteriologists employed in the food industries."

A new curriculum has been revised to meet this challenge. The course is designed to better prepare the graduates for the professional world for it is geared to business and industry and less to homemaking.

Future changes are anticipated in the Food Science curriculum for as the demand for graduates in institutions, business industry, education, communities and research is modified, the university will attempt to appropriately prepare its offspring.

Quotation by H.R. Neilson, Director, School of Food Science.

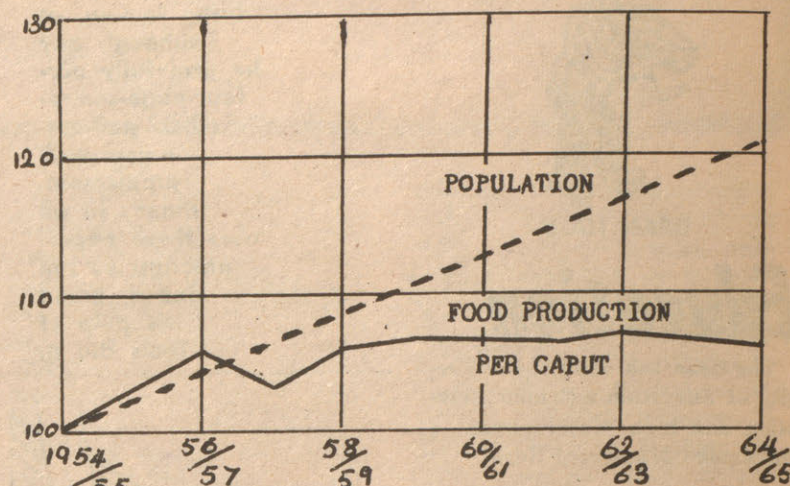
Agriculture in Action

by Alex SCHUMACHER
WHY AGRICULTURE?

118
170,000

A million years to reach 3,250 million; Thirty to double it. What do these figures mean to you? How can they involve you? What have they got to do with Agriculture?

These figures above are all connected with the present growth of population in this world. They are figures which, if you stop to think about them, should and must frighten you. They are figures which show the critical position which the world now faces with regards to its future peace and even its continued existence... The first is the number of children born in this world every second of every day, and the second, is the number of children born every day. Neither of these figures are constant, and neither have been for



er, but is like a machine in which the farmer is just one small cog. It is true that he is an essential cog and without him the whole machine would grind to a halt. Yet, if any of the other cogs are missing the machine also grinds to a halt. The importance of the farmer, research

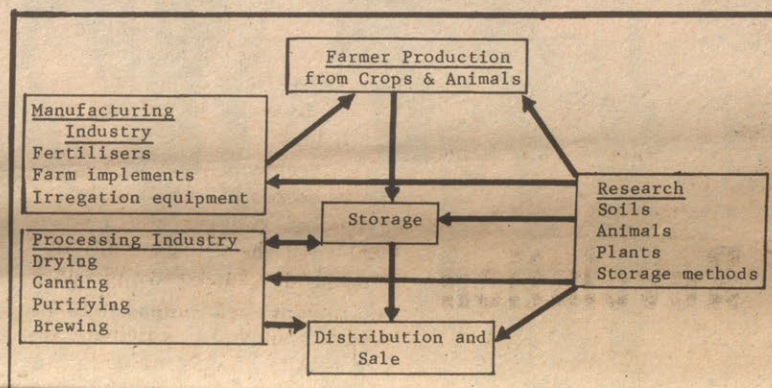
be a great doctor and go out into the underdeveloped world and save hundreds from Malaria only to lengthen the suffering through hunger of the same people. If you are thinking of going to University take a serious look at agriculture — we need more agriculturalists badly.

I have pointed out, we are losing the race against the population explosion. If we don't produce more food and if the medical researchers and social workers don't find means of controlling the increasing birthrate, don't be surprised when the day arrives in which you will no longer be able to buy your steak or your Sunday round of beef, or when you won't be able to buy bananas and oranges or any of the other luxury items of your diet. Then don't even be surprised to find yourself starving and having to fight for your very existence. This will happen if we do not do something very quickly, and that we includes YOU.

FOR GIRLS

Why no girls in agriculture? It seems that a great majority of girls coming out of high school consider Agriculture to be largely a man's occupation. Why should this be so? Girls are no less intelligent or less competent than men, this has been amply displayed in Russia where 40% of all the doctors are women and where a large proportion of engineers are women. If girls can go into any branch of sciences or arts they can go into agriculture equally well. If you are worried about competing in a man's world — Don't! Its existence is a fallacy which is disappearing fast; and rightly so. Are you going to be any less feminine for advising a farmer on the best feed for his dairy herd, or another on the best fertilizer to use for a certain crop. Are you going to be any less feminine for arranging for the distribution of a crop to favorable markets or arranging a wheat deal with Russia — I don't think so and should hope that you don't either. You are after all not just a means to reproduce the human race or a decoration to be watched and whistled at. You have a part to play in society and you will find that agriculture can offer you a rewarding and satisfying future.

Alex Schumacher



the last 500 years or so; they are always growing. The third statement in effect says that, it has taken a million years for the world population to reach its present proportion, but it will take only thirty to double it. By the year 2,000 — when most of you who read this now, are in your late 40's or early 50's there will be twice as many people on this world as there are now. Yet — already 2/3 of all the people in this world (2 people for each one of you), are undernourished — starving — being damaged, physically, neurologically, mentally and temperamentally by lack of essential food-factors and the proportion increases daily. We are at the moment losing the race to produce enough to feed the population and as the graph above shows, we are losing it badly.

This fact alone is why agriculture must be where the action is and must stay where the action is.

WHAT IS AGRICULTURE?

What does agriculture mean to you and how does it affect you? Above is a diagram which breaks down the field of Agriculture into its various different specialties. From it you can see what it really consists of and so appreciate what a complex thing it is.

Agriculture as you can see does not only consist of the farm-

worker, the factor manager, the transportation man and even the store manager are on very much the same level in the overall view of agriculture. This accounts for the great diversity of specializations that are found on this campus and in any similar agricultural faculty in Canada or in the World. We are NOT just producing farmers here, nor is any other agricultural faculty, we are producing specialists for every facet of the agricultural Industrial complex. Specialists who are sorely needed to increase and expand our hard pressed agricultural resources and thus feed not only the population of Canada, but those of many other parts of the world.

AGRICULTURE AND YOU

All through this article I have stressed the importance of agriculture with one aim in mind. "This is to try and attract anyone who may be thinking of going to university into the field of agriculture, because this is now one of the most critical factors in the future of human existence. You may quite rightly feel that there are other equally important fields of human activity. However don't forget that whatever else man does, he must feed. I can be a good banker or policeman, architect or poet but without food I am useless. I can



Miss Christine Rudinsky, a third year Food Science student, was crowned Wednesday evening at the College Royal Dance. Chris will be attended by two lovely Princesses, Miss Arlene Arms and Miss Barbara Hopkinson. Following the crowning Her Majesty set off the first rocket of a brilliant firework display.

The Education Revolution

by BILL ROBERTSON

Anyone interested in becoming a teacher in Quebec must be prepared to jump into a moving vehicle. Education today is not a thing that can be found in textbooks, but rather in newspapers and on television. Quebec is in the midst of a revolution in education, a revolution which began late but which has by now gathered enough momentum to pull Quebec into the forefront of Canadian Education.

During the Duplessis regime, Quebecers were lulled into a feeling of false security by propaganda telling us we had the best education in the country. By the end of the fifties it became apparent that this was not so and that in fact the opposite was true.

Revamping the old system began under Jean Lesage's Liberal government and the first hint of the changes that were to come, was the Parent Reports of 1963, '64, and '66. Anyone who has a younger brother or sister in elementary school will know that changes are already being implemented. Eventually the whole system from kindergarten to university will be affected.

The changes made so far at the lower levels involve the "ungraded school" in which the child completes elementary school in five, six or seven years — which ever is his own rate. He will advance through school without the interruption of exams or the worry about being behind or ahead of the class. He will be exposed to

many teachers who are specialists, each having a subject or subjects on which they can concentrate. The system will be flexible enough so that a child can work at different levels in different subjects in much the same way at what we know as "subject promotion" in High School.

More important than the physical changes are the new methods and new attitudes coming into teaching. Education is no longer considered to be a mass of information but rather a life long chain of experience. It is no longer the teachers task to inform the pupil but rather to expose him to what can be an informative experience. The teacher guides the child but he learns himself. It is in this area that Macdonald has shown great changes, even in the last few years, in the presentation of professional courses. Teaching has become much more than the teacher "knowing his subject" and wielding a stick and a piece of chalk, he must be technologically "up" on the latest methods and teaching aids, and be imaginative enough to know how to use them.

All these extra efforts on the part of the educator are not going unrewarded. Teachers' salaries have increased to the extent that by next fall a teacher in his first year will be earning almost 50% more than he would have in 1963, and there are still those long holidays we become accustomed to as students.

Over the past ten years, the rapidly increasing numbers of young people in grade schools, high schools and college have created increasing problems in the areas of facilities and teaching staff. Automated teaching, in one form or another, is considered by some educators to be part of the solution to the shortage of qualified teachers.

Too few young men and women enter educational schools, and an even less adequate number graduate. The worst shortage is in the high schools, and it is here that the most consideration is given to automated and semi-automated methods of instruction. There are, unfortunately, as many disadvantages to these "de-humanized" teaching techniques as there are advantages.

INCENTIVE

One of the earliest forms of formalized self-teaching was the "programmed textbook", still in wide use. This kind of book, in its most basic form, contains a paragraph of explanatory text, followed by a multiple choice or fill-in question. The student should fill in or choose an answer, and then look at the correct answer either below or to the right of the question. This enables each student to proceed at his own best pace, and theoretically allows the teacher to pay more attention to those in need of special help.

Two problems arise. One of the motive forces of education is the system of rewards and punishments. On the college level, this is not a day to day thing, since the students are supposed to be mature enough to anticipate future results of current action or inaction. But in grade and high schools, daily interaction between pupil and teacher is necessary.

Proponents of "programmed textbooks" say that the student sees the correct answer immediately, and knows that this was or wasn't his answer. ment occurs sooner than in the ordinary teaching situation, and is therefore stronger.

In reading through such a text, many people have a tendency to look at the answers to questions before they have entirely formulated their own, and then subconsciously react by saying to themselves, "That's the answer I had in mind." But quite often this is not the case, and the student proceeds rapidly and with incomplete understanding until he is confused and discouraged.

A recent refinement on this technique is the use of a small, television-like screen connected to a small computer. Here, instead of uncovering the answer, the student types out his own on a console, and, depending on the correctness and accuracy of the answer, the computer projects either more advanced material or a further amplification of the same subject on the screen. The most advanced of these also allow writing or drawing on a special tablet as part of their repertoire of questions and answers.

Although the computer-controlled method is much more flexible than the programmed

textbook, it is still limited to the information which has been programmed into it. It cannot react to answers outside a narrow range, and if the reply is not one of those anticipated by the programmers, it may continue to the next lesson, or go back and repeat a sequence. The most efficient use of this method has been in conjunction with a teacher who is essentially "on call" when problems of this type arise.

This kind of automatic "panic button" works much better than systems which require the student himself to ask for aid.

THE BOOB TUBE AS A SOCIAL BLESSING

Educational television has been growing as both a force and a slogan in recent years. Starting with "Sunrise Semester" in New York, and spreading to what may eventually be a continent-wide network of educational television, programs have invariably been in a lecture style. Although this is far from the best means of teaching anybody, it has had a great deal of impact on large

numbers of people. For many this is the only way they will be exposed to new subjects and thoughts.

More than any other substitute for person to person teaching, television allows no opportunity for questioning or going beyond the script. Reaction is delayed for days or weeks, and the professor learns only in letters that what he has said was not understood.

Nevertheless, educational television is a solution to a rapidly growing social problem. With the increase of leisure time caused by automation, persons who do not have a good education, or at least sufficient interests to occupy their spare time, are becoming increasingly alienated. Adult education appears to be part of the solution, and the mass reach of television offers the best media for this. If nothing else, it has the advantage of not requiring the degree of commitment necessary in signing up for, and attending, a weekly course.

LAPINETTE

© DANKER



Lappy ponders a placid pecuniary porker.



Lappy envisaged the delivery system as a private deal.



We hope that she is not overly upset by our proposed modification.



bank of montreal

did we ever tell you the story of how our lapinary compatriot tried to talk us into a special delivery system?

well, lapinette likes the idea of piggy-banks, because there is something human about a piggy. so she proposed an arrangement where we would mail your cancelled True Chequing Account cheques back in pigs.

kind of a homey touch we had to admit.

well, goodness knows, we try. so we have decided to give it the old campusbank run-it-into-an-account-and-see-if-it-earns-any-interest.

but we have to modify it a bit, because there aren't enough pigbanks to do justice to lappy's scheme. but if our plan works out, you can sort of pretend.

but it all hinges on our succeeding in talking the royal mail into painting their trucks pink.

campusbank

HOME FOR WANTED MONIES & LOANS

FISS-ED ? FIZZ-ED ? AH, PHYS-ED ! ! !

by KEN ROSS

Physical Education, to most students, conveys the idea of recreation, of an hour of play-time session, which provides a break from the tedious workbook. This same idea will prevail in the minds of the many visitors to the 'Mac Royal', whenever the term 'Phys. Ed.' comes up. Not only does this occur in the minds of the high school students who, understandably have had no contact with a college physical education course, but also, and more pertinent, in the thoughts of other college men and women enrolled in other courses. Students may go through four undergraduate years at Macdonald College and be completely ignorant of the physical education course. The concept that many have of it is shallow and unjustified, for, as hope you will see, the course does more than graduate baby-sitters as classroom teachers. It produces men and women who are interested and concerned with the process of learning and teaching. It is my intention to elaborate on the facilities that we have at present, and to elaborate on the aspirations for the course at Macdonald College.

No plan for the future can be presented without examining a few historical background facts. The Faculty of Physical Education was inaugurated in 1957. The total enrollement has not changed much since then. Here we are presented with the question: Why when enrollement in other courses has been rapidly growing, has that in physical Education been static? The answer is twofold. First, the admission grade to the four year degree physical education course is 70%. A large number of students apparently fall within the 65-75% range. Rather than take just the two year course, where the standard is 65%, these students decide to enter into a four year program at another university that requires lower standards. Secondly, two years of the four year course are taught on the Macdonald Campus, and the remaining two years at McGill. Because of this, many students prefer to go to a university which offers a four-year course on one campus. Although there has been no rise in enrollement in Physical Education, a steady progress has been made to improve the course.

Looking at the present day Phys. Ed. course, we can ascertain that a balance has been achieved between the academic and practical aspects. Every degree student takes four academic subjects a year. This is only one course a year fewer than most Bachelor of Arts courses demand in Canadian Universities. This academic background enables the student to have almost the same qualifications as a degree class-

room teacher. In addition, the Phys. Ed. undergraduate also takes five to ten hours per week of practical skills in physical education and three to six or eight hours weekly of teaching methods. It is quite obvious that this course does not produce muscle-bound bobos who spend the rest of their lives confined to the pit called the gym, but rather a well-rounded teacher of physical education, who can further the development of children, not only physically, but also mentally. The diploma course also graduates well qualified elementary school teachers.

Now that you know that the course consists of, you may well ask, "That's really quite enlightening, but what does a physical educator do?" Here you must consider that the opinion put forth is that of an undergraduate student, and not of a department head. On putting this question to wife, she replied that "a 'physical educator' is a bobo who teaches gym and some other subjects." Since she is enrolled in an agriculture course, I can easily understand why she knows little outside of her relevant field.

A teacher having to contend with 20-30 children freely at

roll. The pupil now has this experience. The challenge has been presented to him, and with help from his instructor he learns to master the skills. In every lesson that a physical educator gives his pupils, he helps them to learn to develop their body to perform skills successfully. Muscle is kept in good condition and co-ordination is increased. Even those who are seemingly inept at Phys. Ed. due to their body build, must be made to enjoy the class as well as other students do. The teacher takes each pupil as an individual, teaching him to develop at a unhastened pace.

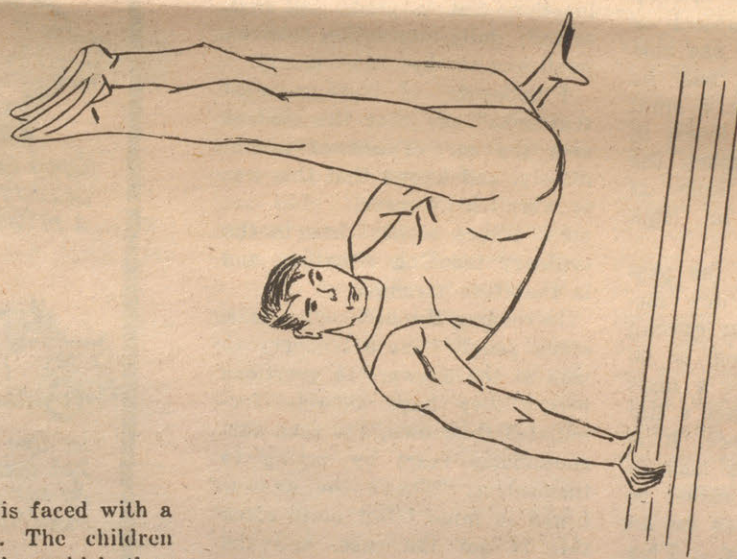
Now let us move to the classroom where the physical educator must teach academically as well as any other teacher, who otherwise spends his whole day teaching. The transition from gym to classroom should not affect the Phys. Ed. teacher. He must be confident and intelligent in both places and must encourage and aid learning by the student. The gym situation is informal, and learning obviously lends itself to a friendly atmosphere. The teacher should be a friend to the students, yet keep a level above them; a level which should not detract from his teaching. He also participates in extra-curricular sports for the students,

utilized for almost all indoor athletic activities. Here we run into a problem of setting up equipment and removing it after the practice lesson. However outdoor facilities, such as the football field, a track, two soccer fields, a cricket area, and a hockey arena more than satisfy the demands.

Now let's look and see what what future lies ahead for Phys. Eds. at Macdonald College. Unfortunately the present undergraduate at Mac will not benefit from the future developments, but many high school students, who may choose to enter this course will. Attempts to stimulate interest in this course are presently being made by faculty. Representatives have been sent to local high schools to lecture on the interesting aspects of Phys. Ed. as a future career. The future, however, holds a big drawing card for Mac's Phys. Ed. department, in that all four undergraduate years will be held on this campus. In order to do this, there must be first, an athletic complex, and second, many more third and fourth year options for the students to take.

the aspects of the future-istic complex, and just who it would serve. Both Phys. Ed. and straight Ed. will benefit from such a building, which may increase the likelihood of the construction starting much earlier, since it should receive government backing. Had it been only the Phys. Ed. undergraduates who would benefit from the government would have refused construction money. It is speculated that the complex will be situated at the north of our hockey arena, with a connection between the two. The new building is expected to contain a large gymnasium (90'x172'), which may be divided into three smaller gyms by electrically folding walls. Classrooms will be located close to the gym. Another feature of the gym will be the L shaped, olympic size swimming pool. Its dimensions will be 42'x75' with a diving area of 40'x40' and a maximum depth of twelve feet. In addition, there will be three squash courts, as well as specialized rooms such as a dance studio, a special exercise room, and a gymnastics room, the latter being 55'x72'. Furthermore, the building will house a weight training room and equipment, and other rooms. There will also be Physiology and Kinesiology labs provided for the third and fourth year Phys. Ed. students. This building will also contain rooms for the Men's and Women's Athletic Departments as well as the Physical Education staff. So, you see, Phys. Ed. is not a stagnant course; it is expanding slowly, and with sufficient financial aid, it could conceivably be the major undergraduate course on campus.

We have taken a hasty look at this course at Macdonald College, I have not expounded on the practice of teaching the Phys. Ed. undergrads, not to mention the months of work they put in with children at summer camps, or as playground leader, nor many other small, but relevant factors which go into this course. So, follow students, when you see those little bobos in their black sweat-suits wandering around campus, don't be too critical. In their own way they are working through a course just as demanding as yours. They are not muscle-bound athletes who enjoy a feeling of security and confident pomp. They are just as nervous about the future as you are. In fifteen years they may be teaching your child in a classroom or gym, and if this is the case, you may be confident that this student is in good hands. Before closing, it is only fitting to mention that this course, which is taken jointly on the Macdonald and McGill campuses, is the number one Physical Education Course in Canada. You cannot get any better.



play in the gym is faced with a difficult problem. The children are doing something which they enjoy a great deal, and our poor teacher must channel their exuberance and energy into a learning period. To do this is no simple task, yet it is the prime essential. Many people must be lost now when they wonder what is being learned. The student is not just acquiring a skill such as a western roll over a cross-bar. He is undergoing a learning process. His body experiences something it has never experienced before, for it is highly unlikely that he has ever used the same muscles and co-ordinated movements at any one time before he attempted this

such as coaching them and directing their activities, both inter-murally and intra-scholastically. These are only a few of the duties of such a teacher but they should give a brief idea of the role he plays with regards to his pupils.

What athletic facilities do we have at Mac for the Phys. Ed. course and what does the future hold for the students? Unfortunately the facilities for Phys. Ed. have been in existence for about as long as the college. Both gymnasiums, one in Brittain Hall and one in Stewart, are

According to Dr. Wilkinson, head of the Phys. Ed. Department, new facilities coupled with an Arts and Science Faculty on the Mac Campus will in the near future solve both problems. Dr. Wilkinson estimates that on completion of these projects, Mac will have an enrollment of about 10,000 students by 1975.

The whole success of this course on one campus depends on a Physical Education Complex. Dr. Wilkinson expounded on some

- the future - an athletic complex - the dual - rôle teacher - mac's the place !

'Participatory Democracy'...

(reprint Silhouette)

The article outlines two phases in the development of student unionism. First there was the conservative phase where the student were cared for by the professors and administrators in loco parentis and where the student union dispensed special "student services" permitted by the administration (mostly dances and games).

This gradually merged into a liberal phase where students had certain rights as individuals, but little or not collective rights. Gradually, autonomy of the student sphere from the faculty sphere from the administrative sphere developed. The student union handled more and more extracurricular activities because it took over the protective parental role for students. Unions became bureaucratic, lost contact with the students and as a result, could get into substantial issues only in a tentative way.

Both these phases are sometimes lumped together as the "sandbox approach". The general attitude of the administration is that it's o.k. to play in the sandbox but you'll get killed playing in the traffic. The student counterpart is the feeling that so long as he is left alone to play in his sandbox, then all's well. Soon his experience in the sandbox will make him a real person.

Recently, a rationale has evolved for student involvement based mainly upon a critique of alienation and authoritarianism in modern society. This is the current phase in most Canadian universities and, to me, it is simply widening the student sphere and re-labelling it "academic".

The solution to authority, alienation and thoughtlessness, so the theory goes, is getting people involved in the decisions which affect their lives. At the university level, this current approach has led to widespread concern with academic democracy.

Decentralization and the "unstructured approach" are almost deified in the search for individual liberation from conformity and apathy. Where no one is "railroading", the shock of not being subtly pushed often results in a group which cannot come to a decision because it does not know how. This is what drives some people buggy about CUS congresses and seminars — they are relatively unstructured and the people feel lost without someone telling them what to do. The Student Council's helplessness in actual group policy-making shows the same problem.

The current phase started in the U.S. as students contrasted the notion "participatory democracy" which Thomas Jefferson glorified in his writings against the large - scale, impersonal society controlled by corporations which talk of freedom (free enterprise) while making all the decisions for their employees and even (through advertising and planned obsolescence) the consumer.

In addition to this intergenerational business, there is growing impatience with the imprisonment of adolescents who have all the knowledge and most of the responsibilities of adulthood but without most of the freedoms. Student leaders have come up against "the system" and have realized the phoniness or "tokenism" in the marginal freedoms which students are permitted. In the liberal university, students have autonomy only in unimportant areas; they are barred from substantial decision - making both individually and collectively.

**"... students have
autonomy only in
unimportant areas"**

Movements like Students for a Democratic Society in the U.S. and the Radical Students' Alliance in Britain also see that many student leaders are two - faced in their deference to authority on major moral questions. The liberal student leader lacks respect for students because students have no power.

STUDENT UNIONISM

Critical students then see the leaders simply as "junior politicians" who don't challenge anything (including their own socialization and conformity) and who are mere replicas of the irrelevant, alienating and aloof administrations, only operating within the student sphere.

Despite this awareness of the faults of north american mass society, student leaders in the current phase are faced with a dilemma. Students on the whole, due to their socialization into a liberal society, still hold the view that student involvement should be restricted to on - campus, extra - curricular activities. Many of the leaders are aware that pushing for more student autonomy from the administration is the worst way to attack authoritarianism and alienation.

The solution was to speak of THE educational process, involving both curricular and "co - curricular" activities, and then push for full participation in the "academic community". Once in the academic community, students could stand back and analyze the wider community.

Therefore student unions, many of which could afford to pursue ambitious and perhaps even adventurist social programs, are spending their time trying to involve people in the campus at any cost.

Student councils are running teach - ins, educational seminars, and so on, to demonstrate the validity of their claims to be junior academics.

**"... the powers-that-be
will decide the rules
and define the problems"**

Because of their humanistic desire to avoid an "education" which amounts to professional job - slot filling, "academic communarians" tend to want autonomy from society (called "academic freedom"). In order to prevent being moulded into "responsible adults" and in order to prevent the university from perpetuating the liberal ethic, they want to insulate the university from the pressures of the status quo.

This results from the conclusion that there are only two alternatives: (1) the sandbox (liberal or conservative) approach or (2) the so called activism (for which there is no ideological content; only a dynamic and critical personal style).

A substantial alternative to this (or the "new leftism", which is really "new liberalism") has developed, mostly in Western Europe. It goes under the rubric of "social unionism" or "syndicalism" and it is an ideology which has been partially accepted at the "top levels" of CUS, OUS, and UGEQ. Syndicalism incorporates much of the New Left critique of liberalism. But it also purports to be a comprehensive theory of student action with real social roots. It is an at-

**"... the communarians suggest
an isolation of problems
from their social roots"**

tempt to confront the problems of subjective and objective alienation in their totality through action and dialectic dialogue. CUS' Declaration of the Canadian Student is a syndicalist document, although watered down by New Left delegates to the congress, but the Declaration is not widely understood.

Students for a Democratic Society and the World

by Frank Brayton
of the Georgian

special to
Canadian University Press

Students for a Democratic Society is an organization in the United States which represents more than any other group the thinking and philosophies of the New Left. There are about 200 chapters of SDS spread throughout the US and the organization has grown steadily since its founding in 1962 at Port Huron Michigan.

Its primary objectives are outlined in this excerpt from the founding manifesto, The Port Huron Statement: We seek the establishment of a democracy of individual participation governed by two central aims: That the individual share in those social decisions determining the quality and direction of his life; that society be organized to encourage independence in men and provide the media for their common participation.

Greg Calvert of the SDS New York office and Dee Jacobsen, National Draft Resistance Co-ordinator based in the Chicago office discussed a wide range of topics and their feelings on specific issues.

A true student voice in the running of universities will not be achieved through representation on various committees as many universities are now establishing. Committees are devices of the administration and are used to prevent students from gaining ultimate control.

But student representatives sitting on committees do serve a useful function because they become disenchanted and later demand true representation. They are led to a realization of their impotence and apathy follows.

BOARD OF GOVERNOR

Those sitting on the board of governors of universities are business men who are only interested in seeing that there is an adequate number of graduates to fill positions in the management of large corporations in order that the present corporate structures will prevail in the future. They are moulding students to fit their image of what a person should be and what functions he should perform. But this will not continue as more students opt out of their society and can envision a better one in which values are altered from those of the present production oriented society.

That is why these management executives and government bureaucrats cannot tolerate dissent, because they can sense a danger to their own way of life. As a consequence they try to impose their authority on students but this will not be tolerated much longer. Already there is a massive movement of resistance developing in the United States.

DRAFT RESISTANCE

Resistance of the draft is one manifestation of student confrontation with authority. Although the movement is relatively small in terms of numbers, it is significant because it is the first resistance of this type since World War II. It represents a direct confrontation with the corporate and military power elite in America.

Some of the methods employed in resistance are refusal to sign the loyalty oath (which results in a six month delay while the FBI investigates to determine if he has been connected with any communist organization) and trying to get classified as a conscientious objector.

SDS does not place much value on a CO classification because one still has to serve in some non-combatant way that contributes to the total war effort and the opportunity for confronting authority is lost. Besides, only 300 out of every 10,000 applicants is classified as a CO.

Draft resisters are not encouraged by SDS to come to Canada, again because the opportunity for confrontation is lost and there never will be a mass migration to Canada. This alternative is draft dodging rather than resistance and will never be a long-range solution to the draft problem.

Only by developing a large-scale resistance will the power elite realize that they do not have support for the war. People can be radicalized through struggle, once they have experienced coercion.

STUDENT GOVERNMENT

Individuals who are now involved in student government leave the university prepared to maximize their positions and will inherit the reins of power. The National Students Association (NSA) represents this more than any other group.

The recent revelation that the CIA was providing funds to the NSA proves that the power elite is using student rhetoric to sell the product. Where will NSA executives be in ten years? Probably in some management or government bureaucratic position.

The NSA is run from the top and its very structure, precludes its effecting any significant change. Its member groups just do not have any voice in the formulation of NSA policy. What the US needs now is a national student union to represent real people on real campuses involved in real struggles.

Pressure has to be organized on university campuses, but in new ways so that change can be brought about in the academic community. Apathy, as such, does not exist among university students. Rather, non-participation results from the unconscious recognition that institutions do not really represent them. Consequently, what you demand is control. Control is the final issue and all other issues are used to bring this about.

CAMPUS NEWSPAPERS

Students have little or no control over their own education and as a result experience a sense of alienation, either consciously or unconsciously. Newspaper editors must become sensitive to the undercurrents of alienation on campus and establish an editorial policy that reflects it. Campus issues must be related to this central problem.

But newspapers are one aspect of the control of people's lives. What people read affects their daily activities and habits. It is one aspect of the volume of material that people internalize daily. Newspapers are usually useless when it comes to effecting significant social change because people participate in press campaigns passively. Issues raised by campus newspapers are experienced second-hand by the students. It is more important that these people become involved in resisting authority themselves which is the purpose of campus organizing. In the long run, this is a more effective way

of achieving social reform.

The power structures of universities and of society are constantly involved in the subtle control of individuals. Whenever this power structure reveals itself, you radicalize. Organizers must involve the individual in resistance of this control.

BENEVOLENT FASCISM

Society, today, is incredibly authoritarian. It can probably be best described as "benevolent fascism." Hippies can be very effective in forcing the power structure to reveal this authoritarianism because it cannot cope with hippies.

Such programs held at some American universities as "Gentle Thursday" force the controlling powers to reveal their weakness in this respect. They become intolerant and use force to repress such acts by the students they are trying to mould.

AMERICAN EMPIRE

We are witnessing the end of a chapter in American history, that of the American Empire. A new one is being written now that may take twenty years to complete.

This is evident from the number of forces working against the American social structure as it presently exists. Among them are such forces as the urban guerilla warfare, Vietnam, the recent Organization of Latin American States Conference in Havana and the latent fascism that exists in the U.S.

COMPUTERS CAN'T COPE WITH THE NEW LEFT

The US government has recently contracted several large corporations to employ computers in the production of model programs that will enable them to cope with student radicalism. Despite the \$75 million that is being used for this purpose the whole thing will prove useless, because the models are being built on inaccurate information. The minds of the men feeding information into the computers are structured in such a way that will not enable them to grasp the concepts behind the new radicalism. They may be brilliant men, but they are just not capable of understanding the motives of the New Left.

Education Top Priority

by DONNA ROCHFORD

UGEQ
Top
Brass
on
UGEQ

What exactly are student unions in general and UGEQ in particular?

According to Jean Pelletier, secretary general of UGEQ, "UGEQ was organized to encourage students to voice their complaints about courses, exams or timetables and to give them an opportunity of solving their problems." The principal objectives of UGEQ are "to improve the situation of financial help to students and to provide an orientation program which would unify the system of options offered in all universities."

Student syndicalism or student unions are proof that students are trying to contribute something to society, to be product-

ive and full fledged citizens. A pertinent example of the concern of the student union with contemporary problems is UGEQ's concentrated efforts in the field of education.

As outlined by UGEQ's president Pierre LeFrancois in a message to the students of Sir George William's, it has been "UGEQ's constant objective that those who have the talent and who wish to follow their education to the best possible limit, should have the right."

In answer to UGEQ's demands, the Ministry of Education has initiated a planning committee with two UGEQ representatives as members, which is concerned with the general accessibility to education. This committee has a mandate to prepare a five year plan for free education.

Further modifications in the student aid system resulted last

year in the institution of a new system. UGEQ wants as many Quebec students as possible to have the opportunity to attend university. The establishment of the general and professional schools, CEGEPS, makes this possible. There will be 30 of these schools (two of which will be English) at the start of the new academic year.

Education was the first priority of UGEQ again this year and it instigated its second major plan, on higher education. The plan of action is so important that its demands must not represent a minority of students. The campaign to ensure general accessibility must soon take place, taking into consideration the contents and methods of education and viewing it as part of the socio-economic development of Quebec.

The fight that remains is for

accelerated democratization of Quebec universities, for planned university development. Education and teaching must be questioned. Better conditions must be obtained for the Quebec student by way of financial aid, residence policy and housing.

As Pierre LeFrancois concluded: "We, at UGEQ, are not taking this responsibility upon ourselves. It's a collective group of students who will benefit. It is necessary therefore to do these things as an association of representative groups, taking into considerations repercussions of all our demands. It is simply necessary to be present in the community that surrounds us." "But must all this be the work of a minority of students? Isn't the participation of everyone essential? UGEQ is the business of all Quebec students."

UGEQ— AND OTHER UNIVERSITIES

by Margaret Bonet

"We have accepted the philosophy of a student as an intellectual worker in society.

"We have accepted the philosophy of a student as an instrument of social change.

"We have accepted the philosophy of educational change."

This is what a report to the Students Association of S.G.W.U. concerning UGEQ, read in part. If these philosophies are accepted and the student is recognized as an instrument of social change, organization is the only effective method of gaining recognition and representation. UGEQ (Union Générale des Etudiants du Québec) is essentially a student union, the difference lies in its recognition by the provincial government. All six Universities in Quebec belong to UGEQ. it has:

1) negotiated for a substantial increase in bursaries and loans from provincial government.

2) submitted proposals for free university tuition.

Unless a university is a member of UGEQ it cannot hope to have an effective voice in Quebec student affairs.

McGill was the first English speaking university to join UGEQ. The unilingual nature of UGEQ was the one restraining question but the possibility of bilingualism and the strength of a collective majority to force issues decided at McGill.

Sir George students voted early in December to remain in UGEQ. Those opposed to UGEQ disliked its political involvement and felt that the union was separatist. But when the decision was passed, Harvey Oberfeld, leader of the Committee Opposed to Leftist Demonstration (COLD) stated:

"COLD respects the decision of S.G.W.U. students. Let us forget our past differences of opinion and unite in working for a better Sir George, a better Quebec and a better Canada, within the framework of UGEQ."

Sir George felt that they couldn't rejoin CUS because it was powerless in bilingual Quebec.

Bishop's University Student Association by a narrow 82-80 margin decided not to seek membership in UGEQ. They found themselves left with no guidance and no government. The Student External Affairs Committee was "totally out of the picture." When Bishops didn't get their loans they realized the strength of unity and voted to join UGEQ who was already pushing for student loans and were recognized by the provincial government. This is the strongest determining factor in representation in UGEQ — their voice — a united voice, passed by a majority — is heard. In order to play a more active and dynamic role in contemporary society,

Bishops joined UGEQ. This sprang from their responsibilities as citizens and students.

The remaining question is — Should Mac join UGEQ or remain a child of McGill?

McGill First

This week McGill University established a precedent in Canadian Education by forming a new department to be known as 'The Department for Improvement of Teaching and Learning'. Dr. H. Locke Robertson, principal and Vice-chancellor, said that this new academic department will "concern itself entirely with studying problems relevant to the improvement of teaching and learning".

He outlined, as among the new department's responsibilities: To undertake basic consideration of the nature of higher education and its role in contemporary society;

1) To assemble and assess up-to-date information on new theories, techniques and procedures pertinent to university education, and to encourage discussion of their validity at McGill;

2) To provide advice through consultation when it is sought, to faculties and departments, to committees, officers and individual teaching professors.

3) To concern itself on McGill's behalf, with the training of teachers for CEGEP (Collèges d'Enseignement Général et Professionnel).

Classified Ads

Classified ads will be placed in this column free of charge if submitted before 6 p.m. Monday. This courtesy is offered to students, staff, and organizations on the campus of Macdonald College.

Married couple — no children — require furnished or unfurnished apartment for May and June only. Phone 453-7042 after 5 P.M.

Dear Annie...

Dear Annie,

I feel my problem is an unusual one. I have fallen in love with one of my professors. His biting sarcasm and lack of confidence in the intelligence of his class I find absolutely charming. What can I do to put him out of my mind in order that I can settle down to study his subject so I won't fail it again.

Dejected, Depressed and Devoted.

Dear 3D,

Is he single? Is he rich? Does he know you by name (even under those lab goggles)? If so then don't give up hope. However, if you really want to get him out of your mind — try taking his sarcasm and lack of confidence personally.

Yours ever faithful,
Annie Slanders

Dear Annie,

Because I greatly respect your reputation as a woman of the world perhaps you can help me. My boyfriend and I have been going steady for nearly six months and what I want to know is — how can I tell whether or not I really love him? Thank you for your help.

Amorously anxious

Dear Anxious,

You say your relationship is nearly six months old. Did you meet him on campus? Ask yourself if what you feel is more than the triumph of defying the ratio. Then try yourself with the foolproof test of love — could you use his toothbrush?

Yours ever faithful,
Annie Slanders

Evening Seminar

Dr. D.C.R. McLeod will speak on "Photoperiodic effects during diapause termination in the European Corn borer, *Ostrinia nubilalis*" on Tuesday Feb. 27, 1968 at 8:30 p.m. in Rm. B224, Biology Building.

Badminton

Men's Intramural Badminton Tournament, Feb. 26, 27, 28. Singles and doubles. Sign up now on class lists on Britain Hall bulletin board.

FILM DIALOGUE presents "THE L-SHAPED ROOM"

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STUDENT SOCIETY ELECTIONS NOMINATIONS ARE HEREBY CALLED FOR THE FOLLOWING OFFICES

President of the Student Society

First Vice President (Internal Affairs)

Second Vice President (External Affairs)

Treasurer

Two (2) Councillors from the Faculty of Education

One (1) Councillor from the Faculty of Graduate Studies and Research

One (1) Councillor from the Faculty of Agriculture

One (1) Councillor from the School of Food Science

The first four positions listed above may be filled by any student who during his term of office has been a member of the Students' Society for at least one year. Any member of the Students' Society registered in the Education Faculty is eligible for nomination to the office of Councillor from the Faculty of Education. Similarly the other Councillor positions can be filled by students registered in the respective Faculties. Nominations for the President of the Students' Society must be in writing and signed by twenty-five (25) eligible voters. All other nominations must be signed in writing by ten (10) eligible voters.

All nominations must be in the hands of the Secretary Treasurer (or President) of the Students' Society not later than 6:00 p.m. on Saturday, March 2, 1968. Should only one nomination (or none) be received for any one post by March 2nd, the closing date for that position shall be extended until the meeting of the Students' Society on Monday, March 4th at 4:00 p.m. in the Assembly Hall at which time the candidates will be introduced to the Students' Society.

ELECTIONS WILL BE HELD FRIDAY, MARCH 8, 1968



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*Plus ten cork liners branded Coke.



STUDENT SYNDICALISM

(Continued from page 6)

(along with UNEF of France, UGET of Tunisia, and the syndicalist movements in Belgium, West Berlin, and other countries) is firmly committed to the concept of free education. Education is a right, not a privilege. Moreover, students are independent and productive. There is no reason, economically or philosophically, for the maintenance of the tuition fee or for the continued improvement of the student milieu.

UGEQ has also taken positions on certain of the most blatant injustices in society. Noteworthy among these would be the campaign against the American war in Viet Nam. Also noteworthy was the action of UGEQ in improving the conditions of exploited students and workers employed in certain jobs at Expo '67.

Services to the student members have also been provided. Particularly, the availability of cheaper travel arrangements to Europe and throughout North America, and the sponsorship of certain cultural activities that are within the financial reach of students (note the opera "Carmina Burmina" to be shown at Place des Arts on March 8).

Real reform needs mass action

Nevertheless, in considering any of these actions, certain points must be underlined.

1. To speak of reform in the university is to speak of reform in society. The university is totally tied in to the social-economic-political structure of greater society. It is unreal to expect that democratization can take place in the school alone, in a vacuum.

Consequently, actions for basic reform must be undertaken on two levels: in the university itself, and in society. It is for this reason that UGEQ requested and received the unconditional support of all the trade unions and teachers' unions in Québec this past summer when pressing for reform of the charter of the Université de Montréal.

2. Syndicalism is a mass movement. It does not foresee action undertaken by a small student clique. All actions must be approved and participated in by the majority of the students. While this may mean more difficult organizational problems, it is surely more democratic, more efficient and, above all, more socially valuable.

Even if it accomplishes nothing else, the student syndicalist movement must succeed in raising the consciousness of all students (and even professors). The social and economic injustices in the university and in all society must be revealed. The necessity for all citizens to act collectively in order to achieve fundamental reforms must be recognized.

Synchronized Swimming

The Macdonald College Synchronized Swimming Team were placed second at a meet held last weekend in the Maisonneuve Sports Centre of the U. of M.

Three teams competed: York, Ryerson and Mac. The events were: strokes and figures, solo, duet and group routine.

Mary Kisil, Marjorie Dickson, Sheila Copel and Penny Williams made up Mac's team.

In strokes Mary was placed second and Marjorie fourth, with Mary again placing second in figures. The team was placed second in the group routine. Second place was again won in the duet performed by Marjorie and Penny and the solo by Mary.

It is hoped that next year more girls will show an interest in the event. Special thanks goes to the team's coach, Mrs. Campbell, who devoted much time and hard work to the team.

Intramural Sports Results

Basketball

FEB. 13			
Ed II	26	Ag IIIb	17
Ed IIIa	41	PG	12
Ag IV	33	Ag IIIb	30
Ag IV	32	Ag II	22
FEB. 14			
PG	45	Ed Ib	12
Ag IIIa	38	Ag I	16
Ag IIIa	57	Dips	27
PG	28	Ag IIIb	25
Ag IIIa	34	Ag IV	29

STANDINGS

	P.	W.	L.	Pts.
Ag IIIa	8	8	0	16
Ed Ia	6	5	1	10
PG	6	4	2	8
Ag IV	6	4	2	8
Ag I	5	2	3	4
Ag II	6	2	4	4
Dips	6	2	4	4
Ed Ib	5	1	4	2
Ed II	6	1	5	2
Ag IIIb	6	1	5	2

Hockey

	P.	W.	L.	T.	Pts.
Ed I	7	6	0	1	13
Dips	7	5	0	2	12
Ed II	5	3	1	1	7
Ag IV	6	3	3	0	6
Ag I	6	3	3	0	6
Ag III	6	2	4	0	4
Ag II	6	1	5	0	2
PG	7	0	7	0	0

SCORERS

	G.	A.	Pts.
B. Killam, Ed I.	12	4	16
B. Jackman, Ed I	9	6	15
B. Chantler, Ed I.	4	8	12
J. Colin, Ed I.	5	4	9
W. Crossfield, Dips	7	2	9
G. Pratt, Ed II.	4	2	6

The Scrimm Report

This week I was as usual sleuthing my way around the campus when some very fishy goings on came to my notice. The word came to me along the usual grapevine, early on in the week, that a new secret society was being formed on campus. My senses tingled and my mind jerked into immediate activity. Five minutes later I asked my informant to arrange a meeting for me with a member of this society, and he promised to see what he could do.

Late that same day as I was making my way along one of the many passages of this institution a suspicious character, hiding something under his coat approached me. Thoughts rushed to my mind — dirty pics? (perhaps), a whole piece of prose on precious voids (Councillors edition)? I was rudely dragged from my private speculations as he drew a piece of paper from under his coat and hissed — "Wanna sign"?

What for?

S.A.D.C.

What's that?

Students Astern Directional Crisade.

What is your purpose?

Primarily we want to make sure that things don't change too much around here. We want to keep things clean, uncontentious, comfortable and uninvolved.

How are you going to about this?

First we want to keep certain people quiet.

Who especially?

For a start we want to get Ant Samson and Georges Le Mud (literally translated — Georges your name's mud).

How do you intend to do this?

We have not really got round to thinking about that — after all we're anti-think, but we have got a list of names, as you can see.

What else have you got?

We have got a motto — Nunquam Spuriis Perticae (almost literally translated — Never let the bastards grind you down). And we are all sworn to listen to one radio station-Sea cow radio, which is guaranteed to beam us non-stop non-think from morning to night. By now the palms of my hands and the souls of my feet were sweating and I was beginning to feel claustrophobic. I had to get fresh air, so leaving my contact talking to himself, I beat it.

If any one sees a student get up from his table in the coffee shop and spontaneously start walking backwards, please contact me — Scrimm c/o Dram, Canada, immediately! I did notice in passing that, amongst other things, the gentleman with whom I was talking even walked backwards.

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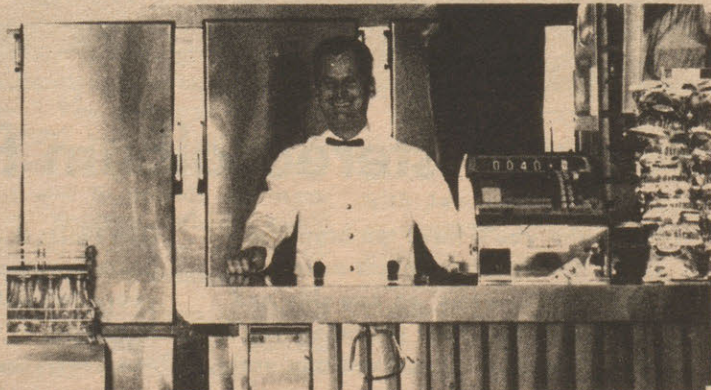
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Clansmen Crush Carleton

FAN SUPPORT NIL...

Saturday afternoon saw the Clansmen down Carleton University 4-2 before the smallest home crowd of the year. The same faithful fans that have supported the pucksters all season were once again on hand, however this time they were not to be disappointed. The high flying Clansmen gained a 3-1 lead half-way through the second period and never looked back.

Carleton opened the scoring in the first period with Drummond firing a hard tally past Graham Ledger. Wayne Barrow knocked in Manson's rebound as the period ended in a 1-1 draw. In the second period, Misner and Vibert tallied to give Mac a 3-1 lead. Carleton's Doug Actison closed the score to 3-2 just as the second period ended. The first 18 minutes of the third period were played to a scoreless draw until Alex Canson rapped home the insurance goal for Mac. The play-offs for the first time since Ravens, expecting to make the their entry into the league, were eliminated by Macdonald's 4-2 win.

SOLID TEAM EFFORT

In describing the team's performance Coach Abbott commented "The team played well. The forwards were on the puck all day. This is the first year we have beaten the opposition to the puck. Every forward played well." Graham Ledger came up with a big game for Mac; he played extremely well, making several big saves when the Clansmen were in trouble. Michel Lemire and Richard Davis combined in effectively killing penalties, especially in the third period when it was most important. The defense, which consisted mainly of Ross McGibbon and Ken Ross, played a strong game for the Clansmen. Fraser Likely, who has left the team for

the remainder of the season, created a gap that is difficult to fill. As a result McGibbon and Ross played about 55 minutes of the game, turning in as strong a defensive performance as seen this year. "Both played extremely well," commented Abbott. "They seem to thrive on work. But the forwards really helped out with their backchecking. For once we got more than one or two individual efforts; the whole team turned in a solid effort."



Goalie Foile on Breakaway

FAN SUPPORT NIL

Several issues ago, a student commented on the extremely poor support the Hockey and Basketball teams have received this year. The attendance at Saturday's game proved his statement. Mac was supported all right, by about the same 30 students who are at every home game plus several members of the basketball team. It seems surprising that so few people are interested in college athletics, for no matter what they feel about Mac's team, the competition we play is the best in the country. Half-way through the game, Carleton supporters arrived and by far but numbered, but not out-yelled, Mac's supporter's, for the Clansmen hockey team gave our fans something to cheer about. A college of this size, with a Physical Education faculty on its campus, should have at least five times the amount of support the team now gets. It is quite easy to sit back and criticize a losing hockey team, but if you have done nothing to support this team during the season, then you are a bigger loser.

The pucksters finish off their schedule tonight against Ottawa U. at 8:00 and tomorrow afternoon at 2:30 against Royal Military College. A win over Ottawa or R.M.C. will give the Clansmen a more respectable record for the season and Coach Abbott feels that they could easily win both games. You needn't take his word for it. You can walk over to the arena and see for yourself!



Coaches' Corner

Basketball Scene

by Pat Baker

In previous columns I have discussed the psychological nature of basketball and have tried to show that a coach must consider the intangibles in making decisions. However, basketball has another big side which is objective and very tangible. As our managers know so well, statistics play a very large role in basketball. There are certain objective statistical standards which must be met in the basic skills in order to have a winning basketball season. As with the intangibles, a coach must consider the objective statistics very carefully in judging his players and opponents and in deciding his offences and defences, or in other words, in planning the style of play his team will adopt.

Since these basic skills can be measured, it is possible to compare a team's scores in those essentials to those of the top teams in our league. Thus, a team's chances can be objectively evaluated. More important, however, with statistics, it is possible for a coach to take advantage of his team's recorded strengths and to minimize its known weaknesses. Some of the essentials charted at every game are shooting, rebounding and ball control, (bad passes, turnovers, etc.). It is known that most winning teams in our league shot better than 40% from the floor and 65% from the foul line. It is also true that the team that consistently gets more than 65% of the rebounds will win. Furthermore, the team that turns the ball over to its opponents the least will be successful.

How do these standards effect our style of play? Our team shoots about 10% less than the league leaders. However although we are one of the smallest teams in our league, we have one of the best talents for rebounding. Since we can learn good defence faster than great shooting, we worked hard on defence and thus became the best defensive team in the league. With these skills we try to keep the score down and force the shooting teams to play our game. In the four that we lost, our team, through tough defence, actually outscored our opponents from the floor but from the foul line, which is the shot we can't defence, our opponents outscored us.

In basketball, because of its psychological nature where confidence is so important, all other things being equal, the most important ingredient is experience. Over the season our young team has gained that experience and confidence so essential to good shooting. Add that to our strong rebounding and our tough defence and we think we now have a combination that is hard to beat. We hope you will agree when we see you at the last two games of the season on Friday and Saturday against Ottawa University and R.M.C.

Cagers Blow Another Game

by Ted Collinson

For the fifth time this season the Basketball Clansmen built up a lead at half time, only to see it dwindle away, resulting in another loss. Last Friday night at Beaconsfield High School, the Clansmen held off the powerful Carleton Ravens and built up a commanding 48-39 half-time lead only to finally succumb 77-75 to the Ravens.

Four Clansmen were in double figures in the first half while Carleton managed only one man with over 10 points. Leading the way for the Clansmen was Bill Holt with 12 points while Winston Ingalls, Ian McGibbon and Bill Taylor each chipped in 10

each. Denis Schuthe replied with 12 and Pat Stewart with 8. The second half belonged to the Ravens as they forced the play and eventually took the lead. Carleton used a full-count man-to-man defense that kept the Clansmen off balance and forced them to turn the ball over to their opponents numerous times. These turnovers coupled with a few mental errors led to the Clansmen's defeat. Minston Ingalls led all scorers with 23 points followed by Carleton's Pat Stewart with 22. Bill Holt counted 16, Bill Taylor 15, Ian McGibbon with 12 and Louis Van Guelpen with 9, rounded

out Mac's scoring. Helping Carleton's cause along with Stewart were Denis Schuthe and Dave Medhurst with 15 each.

The University of Ottawa and R.M.C. will be hosted by our Clansmen for the Royal weekend Games. In their previous encounters the Clansmen narrowly squeaked by the U. of O. 68-65 and dropped a close 57-54 tilt to R.M.C. U. of M. will be out to even up their score with the Clansmen Friday night at 7:30. After the U. of O. game, the Clansmen will take on the R.M.C. Cadets at 2:00 p.m. Saturday afternoon in what amounts to a grudge match.

PLAYER OF THE WEEK

In last week's Coach's Corner there was mention made about the effects of pressure on athletic performance. It was stated in this article that some individuals respond positively to these pressures while others collapsed. One of

the clansmen who no doubt "rises to the occasion" when confronted with pressure is Ken Ross.

Ken has been under severe criticism of late from the coach and team-mates for indifferent play and for drawing many foolish penalties Saturday, however, Ken displayed that he had the intestinal fortitude and courage intended, and played by far his best hockey of the season.

Time and again during the Carleton rush Ken broke up offensive drives with his stiff checks and adept use of the poke check. Offensively he constantly head-manned the puck giving our forwards a chance to get away many good shots on the Carleton goaler.

It is hoped that Ken will end his play as a Clansmen this week-end with two more performances like that turned in against Carleton.

Ed. Note — We finally turned him on.



Ken Ross

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Independence, Ideology, Indifference

A review of student thought and activism in Europe

by WILL RICHARDSON

The anonymity which is prevalent on so many North American campuses, manifest last summer in the rioting at Berkeley, is relatively uncommon in Europe, where the universities tend to be much smaller, and years of tradition have fostered a far greater liaison between students, faculty, and administration; a lot of this may result from the student being in an elitist position. In addition, the size of the countries is suited to student activity on a national level. Whether activism is a product of the national student organizations, or of national political student groups, depends upon the position of, or taken by the former. I have broken these down into four main categories:

- a) Participation at government level
- b) Role-seeking, trade unionism
- c) Non-role-seeking, concern only with student affairs
- d) Party run (Eastern European)

Scandinavia

For the first category, one looks to the Scandinavian countries, where students predictably hold great responsibility. They are guided within the university framework on matters solely concerned with academics. They are responsible for student welfare and housing, have positions on policy making boards, and negotiate directly with the government. If they have a policy, it is one of perpetuating and improving this situation. To a great extent, student bodies are regionally based, but they may be sub-divided, although at the same time extended nationally through common factors of discipline and/or political bias. While the Conservatives express little or no opinion, the radical left is predominantly concerned with ideology. They tend to take advance guard views on topics related to literature, the Arts, and sex, and advocate egalitarian and internationalistic values. These views are well expressed in the politically committed publication of the Helsinki Student's Union. Norwegian students are critical of the government's commitment to NATO, while in Sweden, without any Maoist influence, demands for absolute equality, and the pressure for a radical cultural revolution are prevalent. Vietnam, particularly in Norway, had elicited much student response.

Role-seekers

The role-seeking movements, the second category, are probably the most active, although they require issues which are not entirely concerned with direct student needs. This concept of student trade-unionism spread from France to Belgium and Holland. Thus, the Flemish students in Belgium have managed to force the government's resignation over the Flemish/French disputes. In Holland the National Student's Union, *Studenten Vakbeweging* (S.V.B.) will continue to demand student salaries and protest against the U.S. effort in Vietnam, but usually has only the support of the majority of students on smaller issues, such as student housing. The radical views of the S.V.B. obviate the need for any left wing student political groups, and the socialist organization, *Politeia*, is small and closely associated with the S.V.B. There is some support for the traditional elitist *Studenten Corps*, which is drawn mainly from fraternities. The *Studenten Corps* is mainly active only at university level, although it may turn out occasionally to help police crowds at state functions.

UNEF — A Model Movement

The model rôle-seeking movement was undoubtedly that of France which was active until 1966. The *Union Nationale des Etudiants de France*, UNEF, survived as a rôle-seeking movement when others in post-war Europe failed, discouraged by the cold war. Fairly moderate and essentially apolitical, it saw the student as more than just a temporary figure in society, training to fit into a slot. The Charter of Grenoble declared the student to be "a young intellectual worker" and UNEF aimed to transgress the social boundaries between student, youth, worker and intellectual, in order to restructure society in which the student was later to live. UNEF comprised mainly Marxists and Christians who had necessarily transgressed much of their basic doctrine (giving rise to crises between their respective parent organizations). UNEF enjoyed great success during the Algerian War. By organizing strikes and demonstrations, and by unifying the trade-unions it played no small rôle in the protestations against the Government. It continued organizing strikes and demanding far better university conditions. The government very quickly responded (1963) and UNEF was left without a rôle. It established a program of 'orientation universitaire' a syndicalist move, organizing 'groupe de travail universitaire'. Its whole function was to broaden the whole communicative network, but rigorous state examinations proved more demanding and the work groups disintegrated. This was an indication that trade-unionism based on university work could not be achieved, that a restructuring of the university from within was an impossible goal. The common Marxist and Catholic inclinations toward social obligations were no longer realized, UNEF began to weaken with internal squabbling, and virtually collapsed in 1966 when it took a political stand against the Fouchet Plan for higher education.

Political Activism

Where the national student organization seeks to concern itself with student interests alone, most activism is evident from left wing organizations. Austria and

Germany are in similar situations. The Socialist Student organization of Austria has recently revolted against the establishmentarianism of the Socialist Party, takes a Marxist stand and embarrasses the Party leadership by exposing bureaucratic tendencies.

Similarly in West Germany the *Sozialistische Deutsche Studentenbund* (SDS) having moved far left of its parent, the Social Democratic Party, was expelled in 1961. It was replaced by the *Sozialistische Hochschulbund* (SHB) which has also moved to the extreme left and is now an ally of SDS. The SHB has opposed the party on most issues, NATO, projected emergency legislation, and coalition with the Christian Democratic Party, while the SDS, having a majority left-wing support from the student numbers, leads activism. Their views tends to be idealistic, moral protests against rearmament, lack of government funds for higher education, massive silent demonstrations were arranged at the time of the Hungarian Uprising and contacts are made with East Germany. A good deal of activity occurs in Berlin where, in particular, contact with East Berlin has embarrassed Government and the Conservative university administration alike. The activism of the SDS elicits support to a greater or lesser degree from other student organizations, including the national student body. Unanimous horror was expressed by all organizations when a student was shot by a policeman last summer, while demonstrating against the dictatorial Shah of Persia.

Similar to the Dutch *Studenten Corps* is the *Korporationen* which is Conservative and Nationalistic, though politically inactive. Compromising individual fraternities it was reorganized after the war by the lifetime fraternity members *Alte Herren* who rebuilt the organization and took legal proceedings to ensure official recognition of the *Korporationen* by the rest of the student body.

A new, new left

In Britain, the National Union of Students, (NUS) is entirely concerned with student problems and this is partly due to the student body which is still a very elitist group chosen mainly on merit. Government grants enable people from working class backgrounds to attend University, when twenty years ago this would have been unheard of. The student, aware of this, tends to feel a moral obligation to fulfill his studies; the drop out rate is very low compared with other countries. Thus, most activism stems from his intellectual counterpart who is not a university student.

The New Left arose in the mid fifty's concerned with the Hungarian Uprising, Suez and CND. It died out in 1962 and with it, the student socialist organization which the Labour Party refused to support. Then in 1966 the left wing Union of Liberal Students (ULS), semisindicalist and dubbed the Liberal "Red Guards", had great influence at the Liberal Party Conference, particularly the workers participation in industry, and it continued to gain support from students dissatisfied with Wilson's Labour Government. At about the same time Communists and Neutralists were urging the NUS to withdraw from the pro-western, CIA — supported International Student Conference (which was formed when the International Union of Students came under Communist control in 1948). These different factions crystallized in February 1967 to form the Radical Student Alliance, RSA which originated at the London School of Economic where, anonymity prevalent, students demonstrated after a meeting had been banned. (The meeting was to have discussed the possibility of taking direct action at an unpopular administrative decision). Later in the year, several thousand students lobbied Parliament in connection with the Government's decision to raise fees for overseas students. NUS, RSA and university administration participated in this.

Educational reforms are undermining the whole traditional university structure and with it the left — elitist NUS. However, it looks as though the RSA may some times have support from the NUS. This occurred in connection with overseas student's fees, and the NUS request for student participation on college government is another indication that the NUS may be changing its position slightly.

Passive indifference

In Eastern Europe, the students are not considered in any way separate from society. Thus, universities are considered places where most important is the continuation of the Marxist-Leninist ideology of socializing the individual. The students desire a much less rigid socialist structure, greater access to Western thought, literature, more liberal discussions on socio-political matters and freedom to travel abroad. The student is in no great elitist position, political and, hence, social, economic and cultural posts are filled by party members. Student organizations are state controlled and are affiliated to the youth movements; only in Poland is the student organization separate.

Occasionally students express their discontent through discussions, and meetings. In 1956 demonstrations in Poland elicited Government concessions and in Hungary precipitated the Uprising which led to the Government's downfall. Some indulged in underground activities substituting propaganda posters with their own, but few are so alienated. Generally a student expresses his opposition to rigid ideology by passive indifference, refuses to join the youth movement, lacks interest in political affairs, etc. Some look toward literature, particularly the work of non-conformist Soviet writers such as Yevtushenko, as an expression of their discontent.

However, this is not without effect, the Eastern European regimes have begun to liberalize since Stalin's days and indifference in Eastern Europe is as noticeable there as is activism in the West. The Party has noted this and does not condemn but admits failure on socializing the student. Meanwhile a program of change is slowly being effected although along strict party lines and within a rigid ideology.